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ABSTRACT

The directory contains abstracts of approximately 270 products and resource materials as part of the National Inservice Network linkage and dissemination function. Product abstracts usually contain the following information: title, physical description, content summary, subject descriptors, suggestions for use, information concerning availability, cost when known, and contact person. Most materials are geared toward the inservice education of teachers, administrators, and others working with handicapped children. Formats include study guides, self instructional modules, videotapes, booklets, and slide tape presentations. Detailed author, subject, and title indexes are offered. (SB)

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RESOURCE DIRECTORY

RESOURCE DIRECTORY
Expanded Edition

Compiled and Edited

by

Valerie C. Merriam

May 1981

EC 140067

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FOREWARD

This expanded version of the NIN Resource Directory is the third Resource Directory published by the National Inservice Network and supersedes all other versions. In March, 1981, all REGI-funded projects were contacted for revisions in product abstracts which had been included in previous versions of this Directory and for new products which they wished included in this edition. Additionally, project directors were asked whether any product abstracts should be removed if, for example, they were no longer available to the public. This edition, therefore, including deletions, revisions and additions, represents the most up-to-date compilation of currently available resource materials produced through the REGI effort.

As part of the National Inservice Network linkage and dissemination function, this Resource Directory has been compiled representing yet another effort to share information among various people engaged in similar tasks. The product descriptions contained herein were written either by the people who produced the materials or by NIN staff. That a product is described here is not to be taken as a judgment or a recommendation. Our aim, rather, has been to provide sufficient information to allow potential users to decide whether or not they wish to review particular materials for themselves.

Where available, each product abstract contains the following information: title, physical description, content summary, subject descriptors, suggestions for use, information concerning availability (including cost where it is known), and contact person. A detailed author, subject, title index begins on page 273. We at the National Inservice Network hope that the information included herein will prove useful to those engaged in REGI endeavors as well as to those who will be planning inservice programs in the future.

This manuscript was produced through a training project funded by Grant No. G00781840, Division of Personnel Preparation, Bureau of Education for the Handicapped, to Indiana University regular education training project, which is solely responsible for the opinions expressed in this document.

ABSTRACTS

Materials: M9001

Title: Promises to Keep. . . .Teaching the Handicapped

Physical Description: 12 modules which include one video tape per module and a study guide. The study guides discuss each specific topic and outline follow-up activities.

Content Summary: Developed by Virginia Polytechnic Institute and State University to meet the needs of the regular classroom teachers who are assuming or will assume responsibility for the education of handicapped children. Modules 2 through 8 each address one major handicapping condition in detail. The balance of the modules look at interdisciplinary services for the handicapped, classroom assessment and teaching techniques, such as instructional and behavior management of individual differences.

Subject Descriptors: Characteristics of Handicapping Conditions, Individual Educational Management; Behavior Management; Assessment; Teaching Techniques; Training Program.

Use: In-service training for general and supportive school personnel. Pre-service training of regular classroom teachers and related disciplines. Individual parent education, parent education, parent and community awareness programs.

. . . can be ordered to fit any standard audio-visual format.

Availability: Order forms are available from distributor below.

Producer or distributor: MORITZ LABORATORIES, INC.
The Chateau, Suite 1104E
9727 Mt. Pisgah Rd.
Silver Springs, MD 20903

Materials: M9003

Title: Regular Education Inservice
The Severely Communicatively
Disordered Child

Physical Description: A series of 14, one-half hour videotapes and an instructional manual.

Content Summary: The videotapes are a direct outgrowth of P.L.94-142, responding to the needs of regular educators to better understand and serve the handicapped child in the public school system, specifically, the severely communicatively handicapped child in the elementary school. Topics addressed include normal language development, types and effects of various communication disorders, non-discriminatory testing and techniques, development and implementation of IEPs, placement alternatives, rights of parents and children, and parent volunteer support skills.

Subject Descriptors: Characteristics of Handicapping Conditions; Assessment/Evaluation of Students; Individual Educational Management, Student Staffing, School Wide Planning, Staff Development and Coordination; Use of Resources; Communication; Training Program.

Use: Designed to be used as the basis for an inservice program for regular educators to include administrators, support personnel and classroom teachrs. The series also contains information that would be beneficial for parents interested in serving as volunteers in the schools.

Videocassette players and monitors must be available in the district for the program. Accompanying materials include appropriate handouts for each videotape, and a manual.

Availability: Queries as to the availability of the program should be directed to the project director who will inform you of the cost and request procedure.

Producer or distributor: Dr. Natalie L. Hedberg
University of Colorado
Box 409
Boulder, CO 80309

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Materials: M9004

Title: "Teaching the Young Handicapped Child: An Overview"

Physical Description: Videotapes (30-60 minutes) and booklets (readings and activities) for a 13 session, 3 credit hour college level course.

Content Summary: Consists of the following 14 units for full implementation of P.L.94-142 for young children:

1. Orientation/Organization overview
2. Early childhood special education overview.
3. Informal observation and assessment
4. Panel discussion on contents of units 2 & 3
5. Parent involvement
6. Developing social skills
7. Panel discussion on contents of units 5 & 6
8. Classroom integration - mainstreaming and classroom management
9. Planning for individualized education
10. Techniques for meeting special needs
11. Panel discussion on contents of units 8, 9, and 10.
12. Language and speech development
13. Language and speech activities
14. Panel discussion on contents of units 12 & 13

Subject Descriptors: Mainstreaming and the Law; Characteristics of Handicapping Conditions; Teaching Techniques; Classroom Management; Curriculum; Assessment/Evaluation; Communication; Training Program.

Use: For early childhood teachers with limited special education background who have children with special needs in their classroom.

Training for regular classroom teachers can be achieved through onsite or offsite delivery by videotapes, readings, and activities.

This product can be utilized by any college or university at the graduate and/or undergraduate level and by any other organization (e.g., state department, Head Start, Leas etc.) for in-service programs.

Equipment needed is a videotape player and TV monitor.

Materials: M9004 Continued

Availability: The product, funded by Bureau of Education for the Handicapped funds, is available at cost to any organization ($675.00).

Producer or Distributor: Contact Project PUSH
Mineral County Board of Education
39 S. Mineral Street
Keyser, West Virginia 26726
(304) 788-5160

Materials: M9005

Title: An Inservice Training Program for Regular and Resource Teachers, 1978

Physical Description: 10 self-instructional modules contained in a loose-leaf binder.

Content Summary: Topics for the modules were selected from a comprehensive list compiled by the staff. Included with each module is a test to assess the participants' prior knowledge of the topic, and a post-test to determine the extent of knowledge gained as a result of completing the unit. Module topics include:

1) Humanizing the teaching process
2) Inservice training: a personalized approach to instruction,
3) Assessment and skill training in inservice training,
4) The role and function of the Resource Teacher,
5) Curriculum design: selection and evaluation of materials for a resource center,
6) Individual educational programming: content and accountability,
7) Strategies for changing attitudes of regular class teachers,
8) Strategies for manipulating the learning environment,
9) The assessment of the effectiveness, efficiency, and impact of the resource room,
10) Values clarification.

Subject Descriptors: Attitudes; Use of Resources; Individual Educational Management; Curriculum; Classroom Management; Training Program.

Use: Can be used as a complete inservice program, as a self-instructional component of an existing course, or a field-based training program. These modules are transportable and may be replicated with a minimum of faculty time and financial cost.

Availability: Inquiries regarding the availability of the modules should be directed to the Project Director, (below) who will inform you of the cost and procedures for obtaining a single module or the complete set.

Producer or Distributor:

Dr. Octavia B. Knight
Department of Special Education
North Carolina Central University
Durham, North Carolina 27707

Materials: M9006

Title: "The Law and the Handicapped Child in School," by Howard Spicker, 1978

Physical Description: Fifteen one-half hour, 3/4 inch video cassette tapes, (color)

Content Summary: Developed as part of the Indiana Inservice Training for Regular Educators project. Covers the following topics:

Tape 1 Overview of P.L.94-142 and Section 504
Tape 2 & 3 Patricia Neal's INCLUDE ME ALSO describing the new Law
Tapes 4 & 15 Assessment of Handicapped Children; Issues in Non-discriminatory testing
Tapes 5 & 6 IEP Theory and Simulation
Tapes 7 & 8 Annual Case Review Theory and Simulation
Tape 9 Including Handicapped Children in the Regular Class
Tape 10 Multicategorical Resource Room
Tape 11 Special Day School
Tape 12 Special School (Residential Training Center)
Tape 13 Due Process Hearing - Theory
Tape 14 Due Process Hearing - Simulation

Subject Descriptors: Training Program

Use: As a preservice instructional sequence; as an inservice instructional sequence; tapes lend themselves to small group activities; tapes provide simulations of Case Conference/IEP/Annual Case Review/Due Process Hearing. Simulations can be used as models for designing inservice activities. LRE in Indiana can be used as a resource guide.

Availability: All numbered tapes have been developed and are available at the addresses below. At the present time 2 complete sets are in existence. Multiple copies are expected to be available. No software or instructional guides available - being developed.

Producer or Distributor: Carol Eby, VI-D Coordinator
Indiana Dept. of Special Education
Room 229, State House
Indianapolis, Ind. 46204

or

Materials: M9006 Continued

Dr. Howard Spicker, Chairperson
Dept. of Special Education
Smith Research Center, Rm 170
Indiana University
Bloomington, Ind. 47405
(812) 337-0423

Materials: M9007

Title: "Positive approaches to managing troubled students" - a mini course by Dr. Raymond Glass, 1979.

Physical Description: Includes 1) booklet for participants (20 pages), 2) booklet of reproduced readings, and 3) trainer's manual containing lesson outlines and objectives.

Content Summary: The course is made up of four 2-hour sessions designed to equip classroom teachers to deal with behavior problems. Focus is on identifying problem behaviors and using praise and other types of intervention. Involves a practicum component on which a case study is written. This mini-course has been extensively field-tested and positively evaluated by participants.

Subject descriptors: Teaching Techniques; Classroom Management

Use: For use with regular elementary and secondary classroom teachers at the building level. Involves a trainer of trainers model in which regular classroom teachers teach their peers in a small group (no larger than 6).

Producer or Distributor: Dr. Raymond Glass, Dept. of Spec. Ed.
University of Maine at Farmington
Farmington, Maine 04938

Materials: M9010

Title: Teaching for Career Decision-making: A Guide for Organizing a Career Development Program, by Joan Kosuth and Jerry Miltenberger, @ 1978

Physical Description: A 112 page soft cover manual

Content Summary: Composed of sequential learning activities specifically designed to familiarize the student with his own abilities, aptitudes, interests, and values enabling the student to relate his own personal goals to educational and career choices available to him. The manual is divided into four sections:

- Section I describes possible ways to incorporate a career class into the school curriculum.
- Section II outlines specific methods for organizing the class around career instructional packages.
- Section III contains nine Career Instructional Packages.
- Section IV contains notes for using Career Instructional Packages, suggested activities, and materials.
- Section V is a guide for implementing a Career Development Center (equipment, activities, materials, and floor plan layout).

Subject Descriptors: Secondary, Career and Vocational Education; Program Planning and Development.

Use: Designed for high school educators.

Producer or Distributor: B & J Enterprises
P.O. Box 1464
Newport Beach, CA 92663

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Materials: M9011

Title: Functions of the Placement Committee in Special Education: A Resource Manual, NASDSE, Dr. Jeanette Walker (ed.), 1976

Physical Description: 105 page soft cover, resource manual.

Content Summary: Designed for two target audiences: local school district personnel and state education agency personnel. Main objectives are to provide a guide for placement committees to follow in fulfilling responsibilities in developing IEPs, and to train placement committees in meeting state and federal requirements. The manual is divided into four major sections:

I. An overview of P.L.94-142 as it relates to the use of a placement committee and IEP development. An introduction to the functions of a placement committee.

II. A checklist designed to guide the committee through each function; additional information on each function performed.

III. An activities checklist.

IV. An appendix which contains additional resources: sample state guidelines, sample forms, due process procedures, and suggestions for preparing IEP.

Subject Descriptors: Program Planning and Development.

Use: At local and state level.

Availability: PREPAID: 1 @ $5.00
10 or more @ $4.50
Can be obtained through producer (below).

Producer or Distributor: NASDSE (National Association of State Directors of Special Education)
1201 Sixteenth St., Northwest
Washington, DC 20036
(202) 833-4193

Materials: M9012

Title: Child Identification: A handbook for Implementation,
NASDSE/Mid - East Regional Resource Center, 1976

Physical Description: A 30 page spiral bound handbook

Content Summary: An information resource and a planning document designed to provide state and local education agencies with some procedures that have been successfully used in child identification activities. Divided into five major topical areas:

- I Planning/identifying barriers to child identification procedures/principles of planning a child identification model/evaluating child identification processes.
- II Interagency cooperation/planning and obtaining state level support.
- III Awareness/use of: mass communication media; volunteers/planning a volunteer program, a community awareness campaign and evaluating campaign effectiveness/establishing a continuity of the community awareness campaign.
- IV Collection and Utilization of Data/Ways to use Information.
- V Confidentiality

Included is an appendix which provides a directory of Child Find Coordinators in State Agencies and A Child Find Public Information Handbook.

Subject Descriptors: Program Planning and Development

Use: As a planning document and information resource

Availability: PREPAID - 1 or more @ $2.00 each
Can be obtained through producer (below).

Producer or Distributor: NASDSE (National Association for State Directors of Special Education)
1201 Sixteenth Street, Northwest
Washington, DC 20036
(202) 833-4193

Materials: M9013

Title: Due Process in Special Education: A Case Record/"The Dick East Hearing," NASDSE, 1978

Physical Description: A 99 page spiral bound handbook

Content Summary: An actual transcript including correspondence, exhibits, and testimony taken during a special education due process hearing. Intended to provide prospective Hearing Officers and hearing participants with insight into the content, process, and possibly the aggravation associated with a due process hearing.

Subject Descriptors: Mainstreaming and the Law; Program Planning and Development

Use: By Hearing Officers and due process hearing participants. To be used in conjunction with DUE PROCESS IN SPECIAL EDUCATION: A STEP BY STEP RESOURCE MANUAL FOR HEARING OFFICERS (NASDSE, 1978).

Availability: PREPAID: 1 @ $4.00 from distributor (below).

Producer or Distributor: NASDSE (National Association of State Directors of Special Education)
1201 Sixteenth Street, NW
Washington, DC 20036
(202) 833-4193

Materials: M9014

Title: Due Process in Special Education: A Step by Step Resource Manual for Hearing Officers, 1978

Physical Description: A 50 page soft cover manual

Content Summary: Designed to serve as a resource for impartial due process hearings officers in special education as well as for state and local education agency officials who must develop procedures for the training of hearings officers. Outlines relevant information concerning due process for Hearings Officers and provides step by step procedures for preparing and conducting a hearing and writing a decision. The chapter headings include:

- I Introduction to the Manual itself
- II Background to Right to Education Litigation and Legislation
- III Due Process
- IV Role of Hearings Officers
- V Preparing for a Hearing
- VI Conducting a Hearing
- VII The Decision
- Appendix for Self-Evaluation

Chapters III, V, VI, VII include a Self-Test to be completed by the participant.

Companion training resources are three-slide tape presentations, case studies, and a set of stimulation exercises also available through NASDSE.

Subject Descriptors: Mainstreaming and the Law; Program planning and Development.

Use: Resource for hearings officers, state and local education agency personnel.

Availability: PREPAID: 1 @ $5.00 from producer (below).

Producer or distributor: NASDSE (National Association of State Directors of Special Education)
1201 Sixteenth Street, NW
Washington, DC 20036
(202) 833-4193

Materials: M9015

Title: A Planning Guide for the Development and Implementation of Full Services for all Handicapped Children, NASDSE, 1976

Physical Description: 29 pages of narrative, charts, and planning forms.

Content Summary: Represents a needs assessment for accomplishment of a full services program and an estimate of additional resources necessary to achieve this goal. Consists of 3 major components:

I. A full services model progam
II. Statements reflecting the responsibilities for special education services
III. Forms for assessing current programs and developing new program elements.

It is suggested that the guide can be used most effectively by involving a multi-disciplinary team, consisting of administrators, supervisors, principals, teachers, support personnel and parents. When the planning guide is completed, the team will have a ready reference to elements existing in the current program, those elements which can be initiated easily, and those that will require additional financing.

Subject Descriptors: School-Wide Planning, Staff Development, and Coordination; Program Planning and Development

Use: To help LEA personnel review their existing special education programs and plan for the development of additional services leading to a comprehensive program of full services for all handicapped children.

Availability: COST, $2.50 from distributor listed below.

Producer or Distributor: National Association of State Directors of Special Education
1201 Sixteenth St., Northwest
Washington, DC 20036

Materials: M9016

Title: Developing the Compliance Monitoring System in Special Education: A Process Manual for State and Local Education Agencies, NASDSE, @ 1977

Physical Description: A 230 page soft cover manual

Content Summary: Provides a guide for developing a monitoring system for education agencies (local, state and federal) responsible for delivering services to exceptional children. Contains introductory and overview material. Divided into three sections describing seven steps to be followed in developing a monitoring system:

Step #1 Identify Sources of Authority
Step #2 Establish a Rationale or Philosophy
Step #3 Determine Standards
Step #4 Develop Methods and Procedures
Step #5 Develop Materials
Step #6 Conduct Monitoring
Step #7 Report the Results

The Appendix provides a set of monitoring system examplars used in other states.

Subject Descriptors: Program Planning and Development; Information Management Systems

Use: By State and Local Agencies/Administrators/providing technical assistance

Availability: PREPAID - 1 @ $5.00 from distributor (below).

Producer or Distributor: NASDSE (National Association for State Directors of Special Education)
1201 16th Street, Northwest
Washington, DC 20036
(202) 833-4193
(202) 833-4218

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Materials: M9017

Title: Education of the Handicapped Litigation brought under P.L.94-142, Section 504: NASDSE and Education of Handicapped Policy Project, 1978, George Washington University

Physical Description: 17 page soft cover spiral bound handbook

Content Summary: A compilation of Litigation that has arisen as of August 1, 1978 out of P.L.94-142 and Section 504 of the Rehabilitation Act. Identifies issues that have surfaced as a result of the legislation and indicates how the courts are handling these issues. Presents annotated cases designed to give the reader a brief overview of the proceedings. The cases are arranged in nine categories:

I. Free appropriate public education
II. Placement in the least restrictive environment
III. Placement at no cost to parents
IV. Due process procedures
V. Discipline and expulsion
VI. Exhaustion of administrative remedies
VII. Miscellaneous cases under P.L.94-142, Section 504
VIII. Cases that pose future P.L.94-142 and Section 504 issues
IX. Cases to note.

Subject Descriptors: Mainstreaming and the Law

Use: May be used as a resource for Directors of Special Education; as an instructional tool for university personnel teaching a course on issues or topics.

Availability: Contact NASDSE (below)

Producer or Distributor: Education of Handicapped Policy Project (EHPP)
1001 Connecticut Ave., NW
Suite 310
Washington, DC 20036
(202) 676-5910
or
National Association for State Directors of Special Education
NASDSE
1201 16th St., NW, Suite 610E
Washington, DC 20036
(202) 833-4193
(202) 833-4218

Materials: M9018

Title: Guide for Trainers: A Resource for Workshops on Developing Individual Education Programs, NASDSE (Third Printing, 1978)

Physical Description: A 152 page soft cover resource and trainers' guide

Content Summary: Designed to provide state and local education agency personnel with a tested, workable training process and materials to be used in the training of placement committees for decision-making, IEP development and implementation. Divided into 2 sections:

I. Planning, Conducting, and Evaluating an IEP workshop
II. Suggested Media Materials and Activities in the Appendix

Subject Descriptors: Individual Educational Management; Assessment and Evaluation

Use: Inservice planning

Availability: PREPAID - 1 @ $3.00 from the distributor (below).

Producer or Distributor: NASDSE (National Association of State Directors of Special Education
1201 Sixteenth St., Northwest
Washington, DC 20036
(202) 833-4193

Materials: M9019

Title: Special Education Futures: A Forecast of Events Affecting the Education of Exceptional Children: 1975-2000, 1974

Physical Description: 22 pages, spiral bound article

Content Summary: Reports on a futuristic study of special education conducted by NASDSE. Used the Delphi methodology (Helmer, 1965) as a brainstorming and planning tool for educators. Identified basic trends and grouped them into 4 categories:

(1) Legal/Statutory
(2) Administrative
(3) Instructional
(4) Teacher Education

Subject Descriptors: Mainstreaming/Law; Use of Resources; Schoolwide Planning; Program Planning and Development

Use: Background information for planning efforts

Producer or Distributor: NASDSE
1201 Sixteenth St., Northwest
Washington, DC 20036

Materials: M9020

Title: Educating Students in the Least Restrictive Environment: Series I - Characteristics and Assessment of Exceptional Learners, Kansas School of Ed., Dean's Grant, 1978.

Physical Description: 40 page soft cover, instructional guide. The first guide of a five part series.

Content Summary: Supplies basic information about exceptional and normal children, how they learn and how their performance may be assessed in the classroom. Topics include: theories of learning, development and instruction; observation techniques; informal and formal assessment procedures; and the development of instructional objectives. 178 pages of readings from two textbooks, one journal article and four films are cited as providing supplemental content necessary for completion of this instructional guide. These resources describe physical, cognitive, perceptual and socio-emotional development from infancy through adolescence. A basic course in psychology is considered a prerequisite for this module. This module can be completed in approximately 15 class hours.

Subject descriptors: Training Program

Use: Pre-service. Program can be used to develop on-site inservice training leading to the fulfillment of certificate requirements. Instructor needed.

Availability: Series I @ $2.20 plus postage and handling is available through the distributor (below).

Producer or Distributor: Attn. Marion Hawks
Kansas Union Bookstore
University of Kansas
Lawrence, Kansas 66045
(913) 864-4640

Materials: M9021

Title: Educating Students in the Least Restrictive Environment: Series II - Planning Instructional Management for Exceptional Children in Regular Classes, Kansas School of Ed., Dean's Grant, 1978.

Physical Description: 244 page soft cover, instructional guide. The second guide of a five part series.

Content Summary: Addresses the continuous instructional planning teachers must carry out to meet the needs of exceptional children in regular classrooms. Topics include: approaches for delivering Special Education Services; referral systems; development and use of the IEP; analyzing instructional tasks; selecting instructional activities for a student's strengths and weaknesses; individualizing instructional media and materials; organizing and planning for individual and group instruction; planning classroom layouts for exceptional learners. Four basic readings are cited as providing content necessary for completion of this instructional guide. Some familiarity with terminology associated with different types of exceptional children (LD/MR/ED) is necessary. Acquaintence with basic legislative and legal issues in special education is recommended.

Subject Descriptors: Training Program.

Use: Preservice; series can be used to develop on-site inservice training leading to the fulfillment of certificate requirements. Instructor needed.

Availability: Series II @ $4.40 plus postage and handling is available through the distributor (below).

Producer or Distributor: Attn. Marion Hawks
Kansas Union Bookstore
University of Kansas
Lawrence, Kansas 66045
(913) 864-4640

Materials: M9022

Title: Educating Students in the Least Restrictive Environment: Series III Instructional Management for Exceptional Children in Regular Classes, Kansas School of Education, Dean's Grant, 1978.

Physical description: 202 page soft cover, instructional guide. The third of a five part series.

Content Summary: Addresses the knowledge and skills considered essential for working directly in the regular classroom with exceptional children. Topics include: instructional planning for learner participation; verbal and nonverbal communication; questioning techniques; planning frequent success experiences; motivational techniques; classroom management; formative evaluation in the classroom; maintaining records of student progress; reporting student progress to parents as well as ancillary personnel. The module requires 4 to 6 hours of instructional time. Fifteen micro teaching activities are planned as part of the course requirement. Two required readings and one film are supplemental content resources.

Subject Descriptors: Training Program

Use: Preservice - Module requires contact with children in the classroom and it is recommended that these activities be used for the most part in methods classes or student teaching. Series can be used to structure/develop on-site inservice training leading to the fulfillment of certificate requirements. Instructor needed.

Availability: Series III @ $4.40 plus postage and handling is available through the distributor (below).

Producer or Distributor: ATTN. Marion Hawks
Kansas Union Bookstore
University of Kansas
Lawrence, Kansas 66045
(913) 864-4640

Materials: M9023

Title: Driver Education and Special Needs Students, by Cuphone, Elaine; Nober, Linda W.; and Pappalardo, Joseph.

Physical description: Thirteen page zeroxed handout

Content Summary: Describes and documents legislative changes (Highway Safety Act; Social and Rehabilitation Act; P.L.94-142) which have implications for developing Driver Education programs for handicapped students. Presents sample modules and suggests program modifications in order to meet the needs of visually impaired, learning disabled, hearing impaired, and physically handicapped students. Explains ways in which teams formulate IEPs, interdisciplinary cooperation, assessment techniques for necessary motor skills, and criterion referenced driver education instruction. A bibliography of resources is included.

Subject descriptors: Mainstreaming and the Law; Characteristics of Handicapping Conditions, Individual Education Management, Assessment/Evaluation; Secondary, Vocational, and Career Education

Use: To provide interested parties with a resource for secondary students.

Availability: Same as producer listed below.

Producer or distributor: Dean's Grant Project
Dr. Linda Nober, Asst. Professor
Westfield State College
Westfield, Massachusetts 01085

Materials: M9024

Title: School Psychologists Training in Non-discriminatory Assessment of Children who have Special Needs and Limited English-speaking Ability

Physical Description: Three page dittoed handout

Content Summary: Describes project goals, objectives and methods of a three year training project designed to provide psychologists with greater sensitivity and awareness of the needs of limited English speaking students. To enable psychologists to conduct non-discriminatory evaluations that are in keeping with P.L.94-142. Inservice Training Program consists of two integrated one semester graduate courses providing specific competencies which include:

1) knowledge of culture, values, language and customary behavior patterns of minority groups;
2) knowledge of basic school acculturation needs;
3) knowledge of different cognitive styles;
4) knowledge of standards for educational and psychological tests;
5) resources and methods for obtaining information;
6) application of methods and techniques toward the development of appropriate IEPs.

Instructional modules shall cover competencies listed. Activities include lectures, readings, case studies, observations, testing under supervision; critically viewing and reviewing films. Simulations and role-playing situations also to be utilized.

Subject Descriptors: Assessment/Evaluation; Mainstreaming and the Law; Attitudes; Program Planning and Design.

Use: Example of training program

Producer or distributor: (contact person) Diane Coulopoulos
Simmons College
300 the Fenway
Boston, Mass. 02115

Materials: M9025

Title: Pupil Evaluation Team Handbook, Maine SEA, July, 1978

Physical Description: 156 pages, 3 ring looseleaf notebook.

Content Summary: Provides guidelines for school district Pupil Evaluation Team (P.E.T) Processes. Divided into six chapters:

1) Chairing the P.E.T.
2) Screening
3) Referral
4) Evaluation
5) I.E.P.
6) Due Process

Each chapter is divided into the following sections:

1) QUESTIONS - representing the major questions of P.E.T. members regarding the P.E.T. Included are citations from August 1978 Special Education regulations.
2) SAMPLE FORMS - selected from various Maine school districts, C.E.C., and N.A.S.D.S.E.,
3) CHECKLIST - to evaluate present P.E.T. systems and plan remediation,and
4) RESOURCES - which give in-depth treatment of various issues and/or skills addressed in the Handbook.

Subject Descriptors: Staff Development and Coordination; School-Wide Planning, Individual Educational Management

Use: Can be used as a guideline to meet needs of district Pupil Evaluation Teams. By completing the checklist section of each chapter, a team can identify the strengths and weaknesses of the process and develop an action plan to remediate the weaknesses.

Producer or Distributor: Maggie Baum
Division of Special Education
Augusta, Maine 04333

Materials: M9026

Title: Plattsburgh Interdisciplinary Institute on Mainstreaming: Progress Report for Second Year (June 1977-May 1978)

Physical Description: 123 pages

Content Summary: Covers the second year of an interdisciplinary in-service training program for rural kindergarten and elementary school teachers to identify and deal with the needs of mainstreamed exceptional children. The project included an initial six week summer Institute conducted by an interdisciplinary team (Special Education, Psychology, Counselor Ed. and Outdoor Ed). Workshop format included lectures, group discussions, films, guest speakers, role playing, and observations. Project objectives were to increase trainees' effectiveness in the following areas: diagnosing special needs, interpersonal responsivity, group management techniques, prescriptive education, and curricular implementation. This report details the total evaluation of the second year's program and makes recommendations for the succeeding year. Appendices include Bibliography of Diagnostic Instruments; Participant assignments; Weekly schedules of participant activities, and Activities in outdoor education.

Subject Descriptors: Program Planning and Development

Use: Resource for program planning of inservice training

Producer or Distributor: (contact person) Dr. William J. Penner
Coordinator
Special Education
SUNY College at Plattsburg
Plattsburg, N.Y. 12901

Materials: M9027

Title: North Kansas City School district School Reorganization Study, 1978-1979, DRAFT COPY

Content Summary: Contains rating forms (5=excellent/1=Poor) and comment sheets developed by the North Kansas City School District in order to assess programs currently being provided to the mentally retarded, behavior disordered, speech impaired or language delayed children, hearing impaired, home or hospital bound students, severely retarded students, visually handicapped, orthopedically handicapped, and learning disabled child. A section rating diagnostic services provided is also included. Each program provided to these handicapped students is analyzed (rated) according to organization of the program, instruction, curriculum being provided and facilities which house programs. The purpose of the handbook is to assess current programming and to design and implement organizational restructuring to better meet student needs.

Subject Descriptors: Program Planning and Development

Use: Assessment of current programs; Illustration of a needs assessment model; Provides opportunities for designing inservice; Provides descriptions of handicapping conditions as well as programming alternatives.

Producer or Distributor: Dr. Wm. Johnson
Department of Public Services
Division of Instruction
2000 NE 46th
Kansas City, MO 64116

Materials: M9028

Title: Secondary School Generic Inservice Training Program: I.P.O. Training Units

Physical Description: 89 pages

Content Summary: Includes I.P.O. Training Units and checklists used in 2 year training program for specialists and content area teachers. Areas included are:

I. First Year Training Units

Module 1: Service to Special Needs Learners

IPO 1.1	CBSM/IEP
IPO 1.2	Writing Objectives
IPO 1.3	Observing and Measuring Behavior
IPO 1.4	Graphing
IPO 1.5	Principles of Applied Behavior Analysis
IPO 1.6	Research Designs
IPO 1.7	Practicum - Service to Learners
IPO 1.8	Abstracting and Analyzing JABA Articles

Module 2: Curriculum Development and Adaptation

IPO 2.1 (GRRT)	Developing Basic Competency Systems
IPO 2.1 (GCT)	Developing Basic Competency Systems
IPO 2.2	Implementing Basic Competency Systems

Module 3: Training Other Educational Personnel

IPO 3.1	Consultation

Module 4: Dissemination and Communication

IPO 4.1	Issues in Special Education
IPO 4.2	Service Summary

II. Summer Training Units

IPO 1.11	ABA Literature Review
IPO 1.12	Research Proposal
IPO 3.5	Plan for Formal Training of Regular Class Teachers
IPO 5.1	Internship Proposal

III. Second Year Training Units

Module 1: Service to Special Needs Learners

IPO 1.9	Coordinating Assessments and Writing an IEP

IPO 1.10	Service to Learners
IPO 1.13	Norm Referenced Techniques

Module 2: Curriculum Development and Adaptation

IPO 2.3	Speech and Language Development
IPO 2.4	Implementing a Basic Competency System in the Language Area
IPO 2.5	Vocational/Career Education

Module 3: Training Other Educational Personnel

IPO 3.2	Consultation with Regular Classroom Teachers
IPO 3.3	Training a Regular Class Teacher to Implement a Basic Competency System
IPO 3.4	Training Aides, Parents or Peer Tutors
IPO 3.6	Implementing and Evaluating Regular Class Teacher Training

Module 4: Dissemination and Communication

IPO 4.3	Cognitive and Perceptual Development
IPO 4.4	Behavior Disorders
IPO 4.5	Monthly Reporting System
IPO 4.6 (GRRT)	Presentation to Teachers
IPO 4.6 (GCT)	Presentation to Teachers
IPO 4.7	Service Summary
IPO 4.8	Developing Support Systems for Generic Teachers
IPO 4.9	Research Report

Module 5: Program Development, Management and Adaptation

IPO 5.2	Formal Presentation to Committee
IPO 5.3	School Building Proposal

Subject Descriptors: Training Program

Use: Resource for program planning and implementation of Special Education Inservice with regular education teachers

Availability: Through producer below.

Producer or Distributor: Betty Jane Lates and Debra Mesch
Simmons College, Department of Education
300 The Fenway
Boston, Massachusetts 02115
(617) 738-3152

Materials: M9029

Title: Cooperative Manpower Planning in Special Education: First Missouri Symposium, May 1976

Physical Description: 248 pages; soft-cover

Content Summary: Reports on a symposium intended to create a forum whereby ideas and concerns could be shared relative to cooperative manpower planning. Includes reports on several state projects and a literature review. Divided into nine sections:

1. North Carolina
2. Texas
3. Florida
4. Massachusetts
5. Kansas
6. Kentucky
7. Cooperative manpower planning, past, present, and future
8. Literature review
9. Appendices

Subject Descriptors: Program Planning and Development

Use: Provides information concerning approached to consider, components to utilize, and strategies to implement regarding statewide manpower planning.

Producer or Distributor: Richard C. Schofer, Director
Project on Cooperative Manpower Planning in Special Education
University of Missouri
Dept. of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M9030

Title: Cooperative Manpower Planning: Annotated Bibliography
by Schofer, Richard C. and McGough, Robert L., 1976

Physical Description: 114 pages; soft-cover

Content Summary: A by-product of a national survey which examined the state-of-the art relative to "Cooperative Manpower Planning for Special Education." Many of the annotated items are reprinted from a variety of bibliographical listings furnished by the U.S. Department of Labor, U.S. Department of Health, Education and Welfare, and the National ERIC Research Bank. Divided into the following sections:

1) Special education
2) Demand and supply of education personnel
3) Demand and supply of general professional personnel
4) Manpower planning technology
5) Manpower forecasting and projections (general)
6) Manpower planning policies and methods
7) Manpower planning in the public sector
8) Manpower utilization
9) Handling manpower shortages (part-time, temporary, summer employees, military retirees, adjusted hours)
10) Handling manpower shortages (mobility and interchange)
11) Handling manpower shortages (controlling turnover)
12) Relocation, displacement, transfer, moving expenses, etc.
13) Job design - - job redesign
14) Skills inventory techniques

Subject Descriptors: Program Planning and Development

Use: To assist states in developing cooperative manpower plans

Availability: Contact producer (below).

Producer or Distributor: Richard C. Schofer, Director
Project on Cooperative Manpower Planning in Special Education
University of Missouri
Dept. of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M9031

Title: Manpower Planning for Special Education: Planning Model and Alternatives, by Schofer, Richard C. and McGough, Robert L., August 1977

Physical Description: 117 pages, soft-cover

Content Summary: A general guide to development and organizational structure of a committee, whose function is to identify, analyze, and resolve problems to meet state needs. Provides suggestions and alternatives which have been demonstrated by various statewide manpower planning committees to be both effective and reasonable in application.

Subject Descriptors: Program Planning and Development

Use: To assist states in development of statewide cooperative planning for special education.

Producer or Distributor: Richard C. Schofer, Director
Project on Cooperative Manpower Planning in Special Education
University of Missouri
Department of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M9032

Title: Statewide Cooperative Manpower Planning in Special Education: A Second Status Study, September 1978, by Schofer, Richard C. and Duncan, Janice R.

Physical Description: 278 pages; soft-cover

Content Summary: Reports an updated "state-of-the-art" study on implementation of Statewide Manpower planning systems. Reveals how states have responded to the "DPP/BEH Directive" for manpower planning in special education ("Cooperative Planning for Personnel Preparation, April, 1974"), as well as how P.L.94-142 has affected and/or enhanced their efforts.

Subject Descriptors: Program Planning and Development

Use: Provides information to assist states seeking to develop, expand, or improve their manpower planning systems.

Producer or Distributor:
Richard C. Schofer, Director
Project on Cooperative Manpower Planning in Special Education
University of Missouri
Department of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M9033

Title: Statewide Cooperative Manpower Planning in Special Education: A Status Study, by Schofer, R.C. and McGough, R.L., 1976

Physical Description: 252 pages, soft-cover

Content Summary: Documents the results of a nationwide investigation into the current progress and direction of manpower planning efforts in special education. The study utilized input from 208 college, university and state education agency respondents, to determine how, and to what extent, the states were reacting to the OSE Directive for manpower planning in special education. Includes recommendations based upon responses to the study's questionnaire.

Subject Descriptors: Program Planning and Development

Use: To assist states seeking to develop, expand, or improve their manpower planning systems.

Producer or Distributor: Richard C. Schofer, Director
Project on Cooperative Manpower Planning in Special Education
University of Missouri
Department of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M9034

Title: Secondary Materials for the Educationally - Handicapped: An Illustrated and Annotated Bibliography of a Collection Available at the Curriculum Resource Center, Rhode Island College, Spring, 1977

Physical Description: 161 pages, spiral bound

Content Summary: Divided into 10 areas:
(1) Reading & Language Arts
(2) Learning Skills
(3) Mathematics and Consumer Ed.
(4) Science
(5) Social Studies
(6) Occupational and Vocational Ed.
(7) Adult Living
(8) Health, Safety, and Recreation
(9) Home Economics
(10) Miscellaneous

Listed alphabetically by publishers' names. Provides a representative sample of each item and: name of material, publisher, price estimate, description, and population for whom appropriate.

Subject Descriptors: Curriculum; Resource Directory; Secondary, Career and Vocational Education

Use: Annotated bibliography - for curriculum planning

Producer or Distributor: Judith DiMeo, Coordinator
Special Needs Staff Development Project
Curriculum Resources Center
Rhode Island College

Materials: M9035

Title: Niños con impedimentos leves que se integran al salón regular de clases

Physical Description: Booklet written in Spanish giving general information about handicapped children. Contains photos of children in different classroom activities.

Content Summary: Offers (1) simple and exact information concerning the mentally retarded, emotionally disturbed, and learning disabled; (2) major characteristics of handicapping conditions; (3) problems in social adjustment; (4) realistic expectations that parents should have for handicapped children; (5) proper behavioral management.

Subject Descriptors: Characteristics of Handicapping Conditions (parent orientation)

Use: Guide for parents

Availability: Special Education Office Perea 205
College of Education
Catholic University of Puerto Rico
Station 6
Ponce, Puerto Rico 00731

Producer or Distributor: Elementary Education Department
College of Education
Catholic University of Puerto Rico
Station 6
Ponce, Puerto Rico 00731

Materials: M9036

Title: Activities for Involvement: Inservice Ideas for Attitudinal Change and Involvement, 1978, Kent Gerlach, Editor

Physical Description: 57 page booklet

Content Summary: Presents activities for workshop participant involvement aimed at creating positive attitudes towards children with special needs. Includes activities which simulate the reactions and feelings of special needs children when faced with difficult tasks, suggestions for awareness presentations, role-playing activities, sample transparencies, testimonials from individuals who have experienced labelling and resultant isolation, and a bibliography of books about exceptional children written for grades K-12.

Subject Descriptors: Mainstreaming/Law; Attitudes

Use: Activities, handouts and visuals for use by presenters in Awareness or Attitude Change workshops

Availability: Available through E.R.I.C. Additional copies available from the address below

Producer or Distributor: Joan Metcalf
Project P.R.E.P.
Augustana College
Sioux Falls, S.D. 57102

Materials: M9039

Title: VOLUNTEERS AND CHILDREN WITH SPECIAL NEEDS, 1978

Physical Description: A 8½" x 11" soft-cover, 72 page resource manual

Content Summary: Shows how volunteers can help mildly handicapped children in three specific programs:

- Kindergarten screening — how volunteers can help to identify possible physical or learning problems which might hinder a child's success at school -- and how they provide follow-up activities in the child's area of need;
- Listener progarms -- in which adults from the community become role models and friends of children who may have adjustment problems -- children who are overly aggressive or shy, or coping with problems such as death or divorce;
- Academic skills — how volunteers give individual and small group help in reading, spelling and math -- giving children more read-aloud time, more chances to respond, immediate confirmation of correct answers, a variety of learning experiences, and the one-to-one relationship which can motivate the child to learn.

The manual includes many volunteer-tested activities and includes two handbooks for volunteers: "Effective Listening Skills" and "Handbook for Volunteers Who Help Children Learn."

Subject Descriptors: Use of Resources, Teaching Techniques, Communication and Human Relations

Use: For use by volunteer coordinators, principals, special education teachers and administrators, and citizens' groups interested in helping handicapped children to learn.

Availability: $3.00 to members of the National School Volunteer Program; $3.75 to non-members; Bulk rates available from distributor below.

Producer or Distributor: National School Volunteer Program, Inc.
300 North Washington Street
Alexandria, Virginia 22314

Materials: M9040

Title: GUIDELINES FOR INVOLVING OLDER VOLUNTEERS, 1978

Physical Description: 40 page booklet, 7 x 8 1/2"

Content Summary: Summarizes the experiences of school volunteer programs in seven cities which received funds from the Edna McConnell Clark Foundation to pioneer in involving retirees and other older adults as school volunteers. Includes recruiting strategies and tips on where to recruit. Describes unique ways the experiences and skills of older adults are used, such as in helping with career education and as living historians for social studies classes. Discusses some special problems of older school volunteers, such as transportation, lunches, and liability insurance. Includes forms for needs assessment, interviewing and screening, as well as suggested topics to be covered in orientation.

Subject Descriptors: Use of Resources

Use: For use by volunteer coordinators, teachers, principals, directors of Retired School Volunteer Programs, and community groups who assist schools.

Availability: Examination copy can be obtained through the distributor (below). $2.00 to NSVP members; $3.00 to nonmembers; bulk rates available.

Producer or Distributor: National School Volunteer Program, Inc.
300 North Washington Street
Alexandria, Virginia 22314

Materials: M9041

Title: Mark and Amy: The Disturbing Children in Your Classroom, 1978

Physical Description: 32 page booklet

Content Summary: Describes the general characteristics of the "disturbing child." Provides identification and assessment processes and general guidelines for teaching and intervention. Includes lists of resources.

Subject Descriptors: Characteristics of Handicapping conditions; Teaching Techniques; Classroom Management; Assessment Techniques.

Use: Guide for regular classroom teachers

Availability: Contact producer (below)

Producer or Distributor: Kids Come in Special Flavors Co.
Box 562
Forest Park Station
Dayton, Ohio 45405

Materials: M9042

Title: Billy: The Visually Impaired Child in Your Classroom, 1978

Physical Description: 27 page booklet

Content Summary: Describes: the characteristics of visually impaired children; the identification of visual problems; visual specialists and ways they can help; behavior patterns and suggested intervention techniques; and special equipment and resources.

Subject Description: Characteristics of Handicapping Conditions; Teaching Techniques; Assessment/Evaluation.

Use: Guide for regular classroom teachers/Teacher Inservice/Parents

Availability: Contact producer (below)

Producer or Distributor: Kids Come in Special Flavors Co.
Box 562
Forest Park Station
Dayton, Ohio 45405

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Materials: M9043

Title: Randy: The Learning Disabled Child in Your Classroom, 1978.

Physical Description: 27 page booklet

Content Summary: Describes: characteristics of learning disabled children; procedures for educational assessment techniques; reading and math assessment; and intervention techniques. Recommends general teaching techniques and specific instructional programs.

Subject Descriptors: Characteristics of Handicapping Conditions; Teaching Techniques; Assessment/Evaluation.

Use: Guide for regular classroom teachers/teacher inservice/parents

Availability: Contact producer (below)

Producer or Distributor:
Kids Come in Special Flavors Co.
Box 562
Forest Park Station
Dayton, Ohio 45405

Materials: M9044

Title: Matt: The Mentally Retarded Child in Your Classroom, 1978

Physical Description: 35 page booklet

Content Summary: Describes the characteristics of mentally retarded children; assessment procedures; aspects of a personalized curriculum, and suggestions for teaching techniques. Includes lists of resources.

Subject Descriptors: Characteristics of Handicapping Conditions; Teaching Techniques; Assessment/Evaluation

Use: Guide for regular classroom teachers/teacher inservice/parents

Availability: Contact producer (below)

Producer or Distributor: Kids Come in Special Flavors Co.
Box 562
Forest Park Station
Dayton, Ohio 45405

Materials: M9045

Title: Planned Positive Peer Interaction: Teachers' Manual - UCLA Project 3PI - Working draft, 1979

Physical Description: 76 page, bound, soft cover manual

Content Summary: Organized into two basic parts: a narrative of information basic to planned positive peer interaction and specific activities, with suggested grade level and number of participants, developed by the project. Includes some answers to the following questions: What do we know about why children like or dislike each other? What can teachers do to promote positive peer interaction? How can grouping contribute to increased positive peer interaction? How can we identify children with problems in peer interaction?

Subject Descriptors: Mainstreaming and the Law; Attitudes; Classroom Management; Communication

Use: To help the classroom teacher plan positive peer interactions. (The purpose of the 3PI Project is to develop a set of instructional considerations and curricular activities that will facilitate the increased acceptance of any low-accepted child in general and of integrated exceptional children in particular.)

Producer or Distributor:
Dr. Frank Hewitt
UCLA, Graduate School of Education
405 Hilgard Avenue
Los Angeles, CA 90024

Materials: M9046

Title: Inservice Training Modules Matched to Personnel Development Profile, 1979

Physical Description: 33 pages

Content Summary: Lists inservice training materials which are reviewed and categorized by competency, area, and level. The competency category includes the following:

1. Student Characteristics
2. Informal Assessment
3. Formal Assessment
4. Goals and Objectives
5. Monitoring Progress
6. Implementing Individualized Programs
7. Using Alternate Curriculum, Etc.
8. Adapt, Develop Curriculum, Etc.
9. Independent Learning Skills
10. Preparing For Mainstreaming
11. Grouping and Classroom Management
12. Behavior Management
13. Adapting Classroom Environment
14. Using Human Resources and Support Staff
15. Communication Skills
16. Understanding "Handicap"
17. Understanding Laws
18. Role of School Team
19. Instructional and Placement Alternatives
20. Evaluating Programs
21. Inservice Facilitator Training

Areas include awareness, knowledge, and skills. Levels include preschool, primary, intermediate, junior high, and senior high. In addition, each set of materials is categorized according to audience, grade, format, tests, and time.

Subject Descriptors: Resource Directory

Use: For use by trainers looking for materials appropriate for field based delivery of inservice.

Producer or Distributor: Lawrence M. Stolurow, ASPD Project
Oakdale Campus, N344 OH
Oakdale, Iowa 52319
(319) 353-6727

Materials: M9047

Title: Inservice Training for School Staff Members Working with Mainstreamed Students - Final Project Report, Aug., 1978

Physical Description: 200+ pages

Content Summary: Includes Chronology of Project Accomplishments, Attainment of Project Objectives, Project Impact and Recommendations, and Appendices (Objectives of Inservice project for mainstreaming; School Mainstreaming Program Plans: Supplementary Education Inservice Course Descriptions; Inservice course proposals on Issues in Mainstreaming and IEPs; Preliminary listing of Priority Inservice training materials: Script of slide-tape program; Promoting Reintegration of Special Students into the Regular classroom Through Teams, and Games; Teachers Association Resolution on Mainstreaming; Inservice Lab for Mainstreaming Inventory of materials; Professional Development and Educational Improvement: Recommendations for Continuum Education regarding Mainstreaming; Responsibilities of School Inservice Coordinator for Mainstreaming, and School Inservice for Mainstreaming Committees; IEP forms; and Competency-Based Requirements for Supplementary Education Inservice Course).

Subject Descriptors: Training program

Use: Resource for program planning of inservice for regular classroom personnel

Producer or Distributor: Dr. Stanley Fagen, Supervisor of Inservice Training
Montgomery County Public Schools
Office of Continuum Education
850 Hungerford Drive
Rockville, Maryland 20850
(301) 279-3484

Materials: M9048

Title: Behavior Management: A Competency Based Manual for Inservice Training, Stanley A. Fagen and Jefferey M. Hill, @ 1977

Physical Description: 300 page soft cover inservice training manual.

Content Summary: Divided into 3 major topical areas (Prevention/Coping/Intervention) related to Behavior Management. Breaks down each area to provide 6 specific modules of instruction which concentrate on a specific sub competency to be taught: PREVENTION -- Module #1 Establishing Behavior Values, Standards and Limits, #2 The Operant Strategy as one of Three Educational Approaches, #3 Strategies for Reinforcing Behavior Values; COPING -- #4 Teaching acceptance of and coping with Frustration; INTERVENTION -- #5 Surface Management Techniques for Intervening in Disruptive School Behavior; #6 Life Space Interviewing.

Subject Descriptors: Classroom Management; Training Program

Use: For public school teachers; one of a three part "Inservice Training for Mainstreaming" series.

Modules vary in length from 1-5 sessions; can be adapted for workshops. Two instructors desirable for course implementation; plan included. Each module has a cover page which gives the main competency area, components of the module, an overview and what the instructor is expected to provide participants. The primary audience is intended to be public school teachers. Material has been field tested.

Producer or Distributor: Psychoeducational Resources Inc.
P.O. Box 306
Burtonsville, Md. 20730
(301) 384-4197
(301) 972-8991

Materials: M9049

Title: Building a Success Base for Inservice Training for Mainstreaming, Stanley A. Fagen, 1979

Physical Description: 14 pages

Brief Description: Focuses on the need to build a base for promoting effective inservice training for mainstreaming. Presents a variety of strategies to meet this need. Considers three significant discrepancies:

1) Perceived need for inservice by educators and policymakers v. limited funding available
2) Perceived need for inservice for mainstreaming v. competing community priorities
3) Stated need for inservice v. natural obstacles presented by staff "Learners".

Subject Descriptors: School wide planning, roles and inservice training

Use: Planning for inservice training within public school systems

Producer or Distributor: Dr. Stanley A. Fagen, Supervisor of Inservice Training
Montgomery County Public Schools
Office of Continuing Education
850 Hungerford Drive
Rockville, Maryland 20850
(301) 279-3484

Materials: M9050

Title: Individual and Group Counseling: A Competency Based Manual for Inservice Training, Stanley A. Fagen/Leonard J. Guedalia, © 1977

Physical Description: 238 page soft cover inservice training manual

Content Summary: Divided into six specific modules of instruction concentrating on specific sub-competencies to be taught:

#1 Introduction to Counseling and Helping
#2 Comprehending and Clarifying Individual Communications
#3 Respect and Empathy Training
#4 Self-Acceptance: "I Message"
#5 Life Space Analysis and Working Toward Resolution
#6 Planning for Group Counseling.

Includes a cover page for each module which gives the main competency area and components of the module, an overview of what the instructor is expected to provide participants as well as a detailed implementation plan.

Subject Descriptors: Communication and Human Relations; Training Program

Use: The primary audience is intended to be public school teachers. To be taught by two inservice instructors/approximately 20 participants per course. Modules may be adapted for workshops.
One of a three part "Inservice for Mainstreaming" series. This manual is an outgrowth of the Mark Twain Teacher Internship Program, Montgomery Public Schools, MD (see Organizational Manual for a Public School-Based Teacher Internship Model; Stanley A. Fagen). Material has been field tested.

Availability: Copies are available from the distributor (below).

Producer or Distributor: Psychoeducational Resources, INC.
P.O. Box 306
Burtonsville, MD 20730
(301) 384-4197
(301) 972-8991

Materials: M9051

Title: Organizational Manual for a Public School-Based Teacher Internship Model (in Supplementary Education), Stanley A. Fagen, ©1977 Montgomery County Public Schools, Rockville, Maryland.

Physical Description: 308 page soft-cover organizational manual

Content Summary: Describes, in relationship to Montgomery County Public Schools and the Mark Twain Teacher Internship Program, "dissemination-training for a public school based teacher internship model". Arranged in three sections:

Section I - The need for and attributes of the school based teacher internship model.

Section II - Information describing implementation of a one year special education training program including goals; curriculum; inservice courses; practicum experiences; elective projects; orientation to community resources; recruitment and evaluation.

Section III - Contains the proceedings, results and conclusions of a regional conference to consider the application of this model to other public school settings.

(Chosen as an exemplary manpower program as part of a dissemination project sponsored jointly by the National Institute of Education and BEH)

Subject Descriptors: Training Program; Program Planning and Development

Use: Designed for university, state and local educational leaders interested in organizing an intensive school-based training program to prepare or redeploy regular educators for service in special education.

As an example of cooperative university, state and local educational planning.

As a resource guide to teacher competencies needed to meet the needs of handicapped children in regular classrooms.

As an example of program plans, implementation and ongoing evaluation.

Materials: M9051 Continued

Availability: Copies available from ERIC Document Reproduction Service (below).

Producer or Distributor: ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
ERIC Document 169-722

Materials: M9052

Title: Resource Center Inventory, September, 1978

Physical Description: 85 page booklet of materials listed by title and author.

Content Summary: Provides an inventory of materials housed in the Region VIII Resource Access Project Center as of September, 1978. Contains materials and information in areas of Assessment, Bibliographies and Directories, Catalogs, Curriculum, Handicapping Conditions, Learning Materials, Legislation/Legal, Parents, Research, and Staff Development.

Subject Descriptors: Resource Directory

Use: To assist Head Start grantees with resources to facilitate mainstreaming handicapped children in their program.

Producer or Distributor: Diana Neel Pefley, Project Director
Mile High Consortium
Hampden East I, Room 411
8000 East Girard
Denver, Colorado 80231

Materials: M9053

Title: Inservice Training Modules to Prepare School Personnel to Provide Effective Learning Environments for Learners in Vocational Education, 1978

Physical Description: 42 modules have been developed

Content Summary: Covers the following content areas: awareness of exceptionalities, diagnosis and evaluation of individual differences, methods and materials for working with special needs students in the regular classroom, classroom management and organization for working with students in the regular classroom, and use of resources. Presents for each module:

1) Title
2) Objective
3) Time required for presentation
4) Optional group size
5) Equipment needed
6) Materials to be duplicated
7) Packet contents (includes transparencies and handouts)
8) Resources and references
9) Directions for presentation

Subject Descriptors: Mainstreaming and Public Policy, Characteristics of Handicapping Conditions; Use of Resources; Individualized Educational Management; School Wide Planning, Role and Inservice Training; Teaching Techniques; Classroom Management, Student Assessment and Evaluation, Communication and Human Relations, Secondary Career and Vocational Education, Training Program.

Availability: Additional copies available from the producer (below).

Producer or Distributor: Madelyn K. Regan
Department of Special Education
University of Kansas, Medical Center
39th and Rainbow
CRU/UAF #103
Kansas City, Kansas 66103
(913) 588-5955

Materials: M9054

Title: A PROFESSIONAL DEVELOPMENT Center for Training Regular Classroom Teachers to Individualize Instruction for Mildly Handicapped Students

Physical Description: Ten instructional modules correlated with multi-media presentations.

Content Summary: Designed as a five day training cycle elem. and secondary during which consultants model the management systems utilized in individualized instruction (large group instruction, timed scheduling through centers, individualized prescriptions and independent study). Provides for consultants to work with each participant in his/her classroom to implement a program unique to his/her teaching situation.

Subject Descriptors: Mainstreaming/Law; Training Program Characteristics Individual Educational Management; Classroom Management

Use: Inservice training

Producer or Distributor: Rose Carroll
Special Education Component
Education Service Center
Region 20
1314 Hines Avenue
San Antonio, Texas 78208

Materials: M9055

Title: "Project Share: Prototype Model for Mainstreaming Training of Regular Educators," Pyle, Wayne; Mackay, Louise; Corry, Nancy; Holmes, Lois; Otey, Betty; Schipani, Susan; 1978

Physical Description: An 8 page description of the inservice model (handout)

Content Summary: Describes an inservice model (Project Share) that provides for 3 weeks of intensive training during the summer and outlines follow-up activities during the following year. Presents the basic components and objectives of the summer institute: P.L.94-142: Special and General Educators working together; Characteristics of Successful "Mainstreamed Schools"; Adapting Regular Classrooms for Exceptional Children; Program Assessment and Academic Programming for Exceptional Students in Mainstreaming; Behavior Management Principles for Mainstreaming Teaching; and the Ecological Model.

Subject Descriptors: Program Planning and Development; School-Wide Planning; Staff Development and Coordination; Training Program

Use: This handout can be used to organize inservice training workshops as well as provide sample objectives to be included in training.

Producer and Distributor: Wayne Pyle, Project Administrator
Metropolitan Nashville-Davidson Co. Schools
2601 Bransford Avenue
Nashville, Tennessee 37204
(615) 259-5826

Materials: M9056

Title: "Innovative and Technical Training in the Utilization of the Arts with Handicapped Children and Youths"

Physical Description: Three typed handouts: 1) a 6 page handout describes course offerings, 2) 6 evaluation instruments, and 3) a 31 page program description

Content Summary: Describes the Arts with Handicapped Children and Youth Program offered at Salem College which teaches the importance that art, dance, drama, heritage arts, industrial arts and music have for special populations. Includes descriptions of practical experiences available to students to enable them to work with handicapped students in recreational settings; an example of an attitude scale for evaluating program implementation; a description of an internship manual for implementing arts with the handicapped.

Subject Descriptors: Program Planning and Development

Use: Background information and for program planners/designers -- an exemplar. Handouts should be distributed as a package for clarity.

Producer or distributor: Thomas G. Stoffregen
Arts with the Handicapped Program
Salem College
Salem, West Virginia 26426

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Materials: M9057

Title: An Inservice Training Model for Special and Regular Educators Involved in Mainstreaming the Mildly Handicapped, Cohen, Sandra and Plaskon, Stephen B., 1978

Physical Description: An 18 page article

Content Summary: Describes an inservice training model to prepare regular educators, special educators, and building administrators for their new roles in implementing P.L.94-142 - specifically as these roles relate to mildly handicapped students. Details the development and implementation of both a summer institute and on-site follow-up which will enable participants to 1) deal with mildly handicapped students 2) develop and implement IEPs, 3) establish intervention programs 4) communicate student needs and instructional strategies 5) adjust to and accept their new professional roles and responsibilities.

Subject Descriptors: School-wide Planning, Staff Development and Coordination; Program Planning and Development

Use: This article can be used to develop a comprehensive program. The model described is detailed and can be adapted to fit any school district's needs for developing inservice training. Model can be used as a basis for grant development.

Availability: The article is available from either of the co-directors listed below.

Producer or Distributor:

Sandra B. Cohen
Department of Special Education
405 Emmett St.
University of Virginia
Charlottesville, VA 22903

Stephen Plaskon
Dept. of Curriculum & Instruction
405 Emmett St.
University of Virginia
Charlottesville, VA 22903

Materials: M9058

Title: Inservice - A Luxury or a Necessity - New Jersey Conference Proceedings, 6/12/78

Physical Description: 38 pages, soft-cover

Content Summary: Presents the text of the keynote presentation "The Process of Change and the Role of Inservice Education" by Richard and Ruth Arends. Includes ten reaction papers from a wide range of perspectives (i.e., school board, state department, superintendent, higher education, school teacher). Also includes evaluations and results of small group discussions aimed at the identification of problems/solutions in inservice and development of informal agreements for action among participants.

Subject Descriptors: Mainstreaming and the Law

Use: As general information on mainstreaming, or to assist in planning a similar conference

Producer or Distributor: Dr. G. Norcott, Consultant, Dissemination
Dept. of Education
Bureau of Special Education & Pupil
Personnel Services
225 West State St.
Trenton, NJ 08625

Materials: M9059

Title: Designing and Conducting Needs Assessment in Education by Kuh, G., Orbaugh, T., Byers, K., 1981.

Physical Description: 94 page, spiral-bound

Content Summary: a-guide; suggests activities intended to gather information about and identify needs of a school system; recommends that needs assessment be seen as an intervention for planning change in a system.

Subject Descriptors: Programming Planning and Design

Use: As a handbook for conducting Assessment in order to design inservice training efforts.

Availability: Cost $4.00 from producer below

Producer or Distributor:
National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M9060

Title: Synergy Sourcebook, 1978

Physical Description: A durable, 3-ring binder which contains dividers for notes and the following basic manuals:

- I SYNERGY - THROUGH CLIENT REFERENCED EVALUATION, K. Beery (60pp)
- II SYNERGY - LEADERSHIP DEVELOPMENT HANDBOOK, A. Brokes (60pp)
- III SYNERGY - STAFF, PARENT and STUDENT DEVELOPMENT HANDBOOK, J. Vennard (128pp)

Content Summary: I Details the rationale and steps for implementing the processes; II details how principal growth groups are formed and conducted; III details major ways to stimulate growth toward each of the following basic educational goals: respect for others; self-esteem; learning; work; environment; thinking; communication; science; socioeconomics; health; arts.

Subject Descriptors: Attitudes; Use of Resources; Individual Educational Management; Teaching Techniques; Assessment/Evaluation; Communication

Use: For inservice education; Designing organizational change; Insuring parent, student, community feedback

Producer or Distributor:

Academic Therapy Publications
20 Commercial Blvd.
Novato, California 94947

Materials: M9061

Title: Synergy filmstrip and tape, 1978

Physical Description: A 60 frame, 20 minute sound-filmstrip

Content Summary: Describes the Synergy process, in which students, parents, and educators work together to identify, accomplish and measure agreed upon goals for students. Details the workings of the synergy process, and reports on implementation and outcomes.

Subject Descriptors: School-wide Planning, Staff Development and Coordination; Communications; and Program Planning and Development.

Use: As an introduction to the Synergy process in schools. For more in-depth sources, see Synergy Sourcebook (also abstracted).

Availability: Can be obtained through the Producer (below). COST - $20.00

Producer or Distributor:

Academic Therapy Publications
20 Commercial Blvd.
Novato, California 94947

Materials: M9062

Title: BEHAVIOR MANAGEMENT STRATEGIES for CLASSROOM APPLICATION: AN INSERVICE TRAINING MANUAL for REGULAR CLASSROOM TEACHERS, Barbara Larrivee

Physical Description: 106 page training manual in a plastic three-ring binder, containing an instructors' guide, participant handouts, and take home sheets for students or parents. An additional packet of all handouts is included as an appendix.

Content Summary: Organized into 3 basic components: delivery system guide (lesson plan), instructor's materials (resource articles and additional information) and participant's manual. Acquaints teachers with general strategies and specific techniques appropriate for managing students who pose behavior problems in the classroom. Covers: identifying and prioritizing problem behaviors; basic principles of reinforcement; types and schedules of reinforcement; selecting appropriate reinforcers; describing, measuring and recording behavior; and developing programs for positive change. Features the following types of instructional formats: lecturette; filmstrip presentation (order separately); simulation activity; game; task sheet; case study; and structured problem solving.

Subject Descriptors: Training Program

Use: Designed for use with regular classroom teachers; part of a total inservice effort to accommodate children with special needs in the regular classroom.

Availability: From the distributor listed below

Producer or distributor: Research for Better Schools, Inc.
401 North 4th Street
Philadelphia, PA 19123

Materials: M9067

Title: "Problem Solving in the Classroom: a Handbook for Teachers," Johnathan Clark, Teresa Davis, Pierre Johannet, Stephanie Johnson, @ 1977

Physical Description: A 32 page soft-cover handbook

Content Summary: Provides teachers and administrators with a description of a problem-solving method which focuses on gathering and reviewing information about what is occurring in order to take appropriate action. Covers the following topics:

1) What is a Problem
2) What is an Observational Model
3) Defining the Problem
4) Collecting Data through Observation
5) Drawing Inferences from Raw Data
6) Testing an Inference
7) Designing and Implementing Strategies
8) Evaluation of Strategies
9) Function of the Observational Model
10) Steps of the Observational Model.

Also includes a course outline for utilizing the content taught to specific audiences (teachers, inservice workshop, parent workshop).

Subject Descriptors: Assessment/Evaluation of Students; Individual Education Management

Use: Program planning and development; Schoolwide planning, staff development and coordination

Producer or Distributor: Johnathan Clark
School of Education
Department of Special Education
765 Commonwealth Avenue, Boston University
Boston, Massachusetts 02215

Materials: M9068

Title: "Talking With Teachers: A Problem Solving Handbook for Parents", Johnathan Clark, Teresa Davis, Pierre Johannet, Stephanie Johnson, @ 1978

Physcial Description: A 31 page soft cover handbook

Content Summary: Designed to help parents communicate with teachers about the problems their children may be experiencing in school. Instructs parents in the importance of collecting information as well as exchanging facts during the initial phases of working with the teacher. Includes techniques on 1)Collecting Accurate Information through Observation, 2) Making Observations at Home, 3) Approaching the Teacher, 4) Parents as Resources to the School. Also includes examples designed to teach (reinforce) content.

Subject Descriptors: Communication

Use: For parent training

Producer or Distributor: Johnathan Clark
School of Education
Department of Special Education
765 Commonwealth Avenue, Boston University
Boston, Mass. 02215

Materials: M9069

Title: Towards a National Inservice Network for Regular Education Personnel Working with Handicapped Children, by McCaffrey, M., Burrello, L., Strout, T., and Cline, D., 1979.

Physical Description: 28 page soft cover booklet

Content Summary: Opens with a letter from BEH Advocates for Regular Education Inservice, James Siantz and Edward Moore. Reviews federal legislation and regulations and the DPP position on inservice. Identifies priority areas and personnel groups for inservice training based on a 1977-78 CEC study. Describes 1978-79 CEC Follow-up Study. Introduces the goals of the National Inservice Network and reports on progress made. Summarizes data on 108 regular education inservice projects across the nation. Reports on NIN support/peer sharing, coordination with other consortiums and networks, and the NIN National Advisory Board and Task Force activities. Concludes with 5 sample regular education inservice project descriptions to illustrate the range of projects in the Network.

Subject Descriptors: Program Planning and Development

Use: Contains information and data relating to the inservice training effort, priorities, and progress being made. Useful for SEA, LEA, IHE and other organizational planning efforts.

Availability: Cost $2.75 from producer listed below.

Producer or distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M9071

Title: School Volunteer Programs -- Everything you need to know to start or improve your program, 1978

Physical Description: 36 page illustrated booklet, 6" x 9"

Content Summary: Tells how to set up a volunteer program for an individual school or a school district. Lists steps to take before recruitment begins: determining needs; involving teachers and various community groups in planning; establishing goals and objectives; setting up a recording system; devising an organizational pattern; writing job descriptions; raising policy matters relating to volunteers, evaluation, and communication. Describes a wide range of activities carried out by volunteers of all ages -- high school and college students, parents and grandparents, retirees and other older adults, business employees on released time. Discusses program management aspects: recruiting, orientation and training, screening and placement, orienting teachers to the needs of volunteers, maintaining volunteer morale, and funding sources for school volunteer programs. Includes forms from local school volunteer programs.

Subject Descriptors: Use of Resources; School-Wide Planning, Staff Development and Coordination

Use: To encourage schools and school districts to start or improve their volunteer programs.

Availability: Member price $2.00; $3.00 to non-members; bulk rates available from producer (below).

Producer or Distributor: National School Volunteer Program, Inc.
300 North Washington Street
Alexandria, Virginia 22314

Materials: M9072

Title: Inservice Best Practices: The Learnings of General Education by Hutson, H., February 1979

Physical Description: 23 pages - Xeroxed paper

Content Summary: Reviews the Literature on best practices in inservice. Used a "meta-analysis" technique to draw inferences and integrate the research finding about inservice. Differentiates best practice statements according to three domains of inservice: procedural, substantive, and conceptual. (The procedural domain includes a discussion of control functions, support functions, and delivery functions. The substantive domain includes discussion of the content dimension and the process dimension. The conceptual domain includes discussion regarding appropriate models and integration issues.) Concludes with a listing of 15 best practices in inservice education.

Subject Descriptors: Program Planning and Development

Use: Background reading

Availability: Contact producer (below). Cost $2.75

Producer or Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M9073

Title: National Inservice Network: An Emerging Collaborative Effort Between General and Special Education - by Baker, K., 1979

Physical Description: 22 page, Xerox copy

Content Summary: Opens with a discussion of emerging problems, focusing on special and regular education roles and cooperative relationships and the need for inservice training. Presents the core principles and requirements of P.L. 94-142 with special attention paid to Comprehensive System of Personnel Development requirements. Describes the functions and activities of organizational components of the National Inservice Network as well as general goals and procedures. Discusses four development strategies: (a) the linkage approach, (b) temporary task forces, (c) diffusion, and (d) a planning/problem solving process. Includes a detailed description of the planning/problem solving process and its similarity to the IEP process is pointed out. Concludes with a discussion of the needs and problems of inservice training which must be addressed.

Subject Descriptors: Program Planning and Development

Use: Background reading

Availability: Cost: $2.75 from producer (below)

Producer or Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M9074

Title: Design/Evaluation of Inservice: Elements of Best Practices, by Orbaugh, T., Widger, L., and Byers, K., May, 1979 - Draft Copy

Physical Description: 10 page outline; Xerox copy

Content Summary: Presentes three phases of a design/evaluation process available to planners of inservice. List a set of best practice statements for planners of inservice to consider as they design programs or establish criteria for evaluating proposals and programs. Presents sample program analyses illustrating use of criteria to evaluate program strengths and weaknesses.

The materials and overall procedures are being incorporated into a process manual by the authors.

Subject Descriptors: Program Planning and Development

Use: Criteria for use in planning, analyzing or evaluating inservice programs or proposals

Availability: Contact producer (below)

Producer or Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M9076

Title: Body Awareness and Control Resource Book, Zeller, L.

Physical Description: Resource Book

Content Summary: Contains a 30 week series of group movement activities to teach body awareness and control, motor skills, developmental concepts, behavior control and adjustment. Also contains skill building packets designed to develop kinesthetic, sequence, and discrimination.

Subject Descriptors: Teaching Techniques; Early Childhood

Use: For classroom teachers and curriculum coordinators

Availability: Contact distributor (below). Cost -- $10.00

Producer or Distributor: Project ERIN
376 Bridge Street
Dedham, Massachusetts 02026
(617) 329-5529

Materials: M9077

Title: Visual Perceptual Motor Resource Book, Hainsworth, M. and Siegal, L.

Physical Description: Resource Book

Content Summary: Contains sequential skill building materials for developing visual attention, discrimination, perception, memory, association, gross and fine motor skills.

Subject Descriptors: Teaching Techniques; Early Childhood

Use: For classroom teachers and curriculum coordinators

Availability: Contact distributor (below). Cost --$9.00

Producer or Distributor: Project ERIN
376 Bridge Street
Dedham, Massachusetts 02026
(617) 329-5529

Materials: M9078

Title: Language Resource Book, Hainsworth, M., and Siegal, L.

Physical Description: Resource Book

Content Summary: Consists of sequential skill building packets illustrating games and materials for developing auditory awareness and discrimination, language skills, long-term memory and articulation skills.

Subject Descriptors: Teaching Techniques, Early Childhood

Use: For classroom teachers

Availability: Contact distributor (below). Cost --$8.00

Producer or Distributor: Project ERIN
376 Bridge Street
Dedham, Massachusetts 02026
(617) 329-5529

Materials: M9080

Title: Preschool Screening System, Hainsworth, P. and Hainsworth, M.

Physical Description: Manual

Content Summary: Contains a short individual survey of skill development in language, visual motor coordination, body awareness and control. Consists of a parent questionnaire, test materials, and a section that focuses on screening as a first step in an early recognition program. Norms have been developed for children 4-5 years of age. (A revision of the manual (1979) will include new items and norms for children age 2-4 and a combined group/individual screening procedure designed to assess coping skills through an hour in-classroom procedure.)

Subject Descriptors: Assessment/Evaluation of Students; Early Childhood

Use: To assist in assessment and identification

Availability: Contact producer (below)
Manual $15.00
Record forms $15.00 per 100
Developmental Questionnaires 15.00 per 100

Producer or Distributor: Early Recognition Intervention
Systems (Project ERI Sys)
P.O. Box 1635
Pawtucket, Rhode Island 02862

Materials: M9082

Title: A Comprehensive Program for Meeting the Needs of Secondary Students with Learning Disabilities, Laurie, Theresa E., 1979

Physical Description: 41 page xeroxed lecture

Brief abstract: Describes a comprehensive program for secondary students. Presents information and suggestions in the following format:

- I. Introduction
    - A. The learning disabled student and the secondary school
    - B. A comprehensive program for adolescents with learning disabilities
- II. Remediation of Basic Skills
    - A. Assessing the adolescent with learning disabilities
    - B. Motivating the hard to reach student
    - C. Guaranteeing successful learning experiences
    - D. Managing a group of students
- III. Maintenance in the Mainstream
    - A. Prerequisites to success with teachers
    - B. Beginning contact with teachers
    - C. Working with teachers
    - D. Helping students survive in the secondary school
- IV. Conclusion

Subject Descriptors: Secondary Career and Vocational Education; Program Planning and Development; Classroom Management; Communication

Use: Background reading for planning purposes and possible replication

Availability: Contact producer (below).

Producer or Distributor:
Theresa E. Laurie
727 Learning Resource Development Center
3939 O'Hara Street
Pittsburgh, Pa 15261

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Materials: M9084

Title: "Inservice Training to Prepare School Personnel to Provide Effective Learning Environments for Learners in Vocational Education"

Physical Description: A four page project description

Content Summary: Describes a University of Kansas special project designed to develop an inservice training model that emphasizes a cooperative instructional team approach among local high school special education staffs and area vocational-technical school staffs. Includes (1) Philosophy of the Cooperative Training Effort, (2) Training Sequence of the project (The training sequence will develop competencies needed to provide vocational services to the handicapped learner.), (3) Evaluation Component and, (4) Dissemination Plan. Describes training modules which cover the following topics: Awareness Modules (9 topical headings), Diagnosis and Assessment (3 topical headings), Methods and Materials (15 topical headings), Classroom Management and Organization (11topical headings), and use of Resources (3 topical headings).

Subject Descriptors: Mainstreaming and Public Policy, Characteristics of Handicapping Conditions; Use of Resources; Individualized Educational Management; School Wide Planning, Roles and Inservice Training; Teaching Techniques; Classroom Management; Student Assessment and Evaluation; Communication and Human Relations; Secondary Career and Vocational Education; Training Program

Use: For program planners - an exemplar

Availability: contact producer (below)

Producer or Distributor: Madelyn K. Regan
Department of Special Education
University of Kansas Medical Center
39th and Rainbow
CRU/AUF #103
Kansas City, Kansas 66103
(913) 588-5955

Materials: M9085

Title: "Integrating Mildly Handicapped Students into the Regular Classroom: Introductory Principles and Strategies," Sylvia Galloway

Physical Description: 156 typed unbound pages; a working draft

Content Summary: Contains material to be utilized in training packets for regular classroom teachers enabling them to deal more effectively with integrated mildly handicapped students. Organized into four major content areas: (1) an introduction to major provisions of P.L. 94-142 as well as Arkansas Act 102 Handicapped Children's Act (24 pages), (2) Characteristics of handicapping conditions (36) pages), (3) Teacher made activities as resources for the handicapped, (4) a description of various tests and evaluation instruments including who should administer them, listings and publishers.

Subject Descriptors: Training program

Use: As an inservice training program

Availability: Contact producer (below)

Producer or Distributor: Sylvia Galloway
University of Arkansas at Fayetteville
College of Education - Sp. Ed.
105 Peabody Hall
Fayetteville, Arkansas 72701

Materials: M9087

Title: Individualized Educational Programming for Mainstreamed Secondary Students with Learning Disabilities, by Silverman, R.; Zigmond, N. and Laurie, T.

Physical Description: A 12 page article

Content Summary: Describes the techniques utilized by the Pittsburgh Child Service Demonstration Center to introduce changes in the direction of more individualized instruction in secondary mainstreamed classrooms. Discusses six dimensions of individualization: 1) Pretesting (To determine a student's prerequisite skills for learning a given content); 2) Classroom organization (various organizational patterns which can facilitate or impede individualizing instruction); 3) Classroom Management; 4) Presentation of material (modes of teaching, and materials for teaching); 5) Practice (methods and materials for practice); 6) Post-testing skills. Concludes with a section of recommendations for implementing the program described.

Subject Descriptors: Program Planning; Secondary, Career and Vocational Education; Individual Educational Management

Use: Background reading and planning for secondary programs

Availability: Contact producer (below)

Producer or Distributor: Theresa E. Laurie
727 Learning Resource Development
3939 O'Hara Street
Pittsburgh, PA 15260

Materials: M9088

Title: Team Projects: Technical Assistance Bulletin to help educators and administrators meet special education mandates (1979)

Physical Description: A four page bulletin (newsletter)

Content Summary: Reports on Project TEAMS which is designed to provide: 1) school administrators and educators with appropriate information to assist them in their planning activities to meet federal, state and local special education mandates; 2) individuals, associations and organizations with up-dates on Project TEAMS activities; 3) participating districts and education service agencies with a forum for exchanging information or planning activities that they feel would be useful to other teams. Includes highlights on (1) Type I Workshops conducted in Louisiana, Pennsylvania, and Washington); (2) OE Reports on First Year of Implementation of P.L. 94-142; (3) A listing of free publications available concerning accessibility.

Subject Descriptors: Program Planning

Use: The first of a series of technical assistance bulletins and reports on project teams

Availability: Contact producer (below)

Producer or Distributor: Richard Punzo
Teams Projects
American Association of School Administrators
1801 North Moore Street
Arlington, Virginia 22209
(703) 528-0700

Materials: M9089

Title: Art for the Handicapped: A Project Report

Physical Description: A 30 page soft cover project report

Content Summary: Describes the Art for the Handicapped Grant which has four major trusts: 1) to develop communication between art and special education teachers about common problems they have educating handicapped children in art; 2) to expand knowledge via hands-on art experiences; 3) to develop ways to utilize art in the best sense to assist learning in the other academic areas of reading, math, social studies and science; 4) to familiarize art teachers with current methodologies in special education. Details workshop organization, evaluation and results.

Subject Descriptors: Program Planning and Development

Use: For program planners - an exemplar

Availability: Contact distributor

Producer or Distributor: Keith E. Stearns
Professor of Special Education
Coordinator, Programs in Sp. Ed.
Illinois State University
Normal, Illinois 61761
(309) 436-5415

Materials: M9090

Title: Educating Handicapped Children in the Regular Classroom: Directory of Instructional Material

Physical Description: A 50 page spiral bound resource directory

Content Summary: Contains an annotated listing of the acquisitions which pertain to education of handicapped children in the regular classroom. Includes media productions (films, film-strip-cassettes, video tapes), print materials (books, monographs and leaflets) and other instructional resources (simulation exercises/games). Organized according to ten categories of skills deemed essential for successful integration of mildly handicapped children in the regular classroom: Professional Knowledge/Classroom Climate of Acceptance/Communication/Assessment of Student Needs/Classroom Management/Goal Setting/Resources for Classroom Learning/Instructional Strategies/Personalized Curricula/Evaluation of Student Progress.

Subject Descriptors: Resource Directory

Use: For librarians, resource and classroom teachers

Availability: Contact distributor (below)

Producer or Distributor: Gayle H. Gear
University of Alabama
Department of Special Education
Interrelated Teacher Education Project

Building 4/243
Birmingham, Alabama 35233

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Materials: M9091

Title: Procedures to Guarantee an Individualized Education Plan, Ida Schmitt, (1978)

Physical Description: Handbook

Content Summary: Provides a system for decision-making which will assist every teacher in planning an individualized program for any handicapped child. Stresses team planning throughout. Presents the IEP planning process as a series of 6 tasks: Referral to Special Education: Analysis of Data at the Planning Meeting: Delineation of Problem Areas; Placement Decisions; Writing the IEP; Implementation, Monitoring and Evaluation. Includes examples for completing each task.

Subject Descriptors: Individualized Education Management

Use: For special education personnel faced with the task of writing individualized education programs.

Availability: Contact producer (below)

Producer or Distributor: Ida Schmitt, Assistant Director of Special Education
North Dakota State Department of Public Instruction
Division of Special Education
State Capitol Building
Bismarck, North Dakota 58501

Materials: M9092

Title: Regular Education Inservice Projects: A Preliminary Description. Merriam, Valerie, Byers, Kathy, and Cline, Daniel, 1981

Physical Description: a 507 page looseleaf 3-ring binder

Content Summary: Contains 203 abstracts of regular education inservice (REGI) projects funded under the Division of Personnel Preparation of OSE for FY 1980-1981. Provides a comprehensive overview of projects and resources in REGI. Includes tables to answer the following questions: Who is funded for how much/Who is being trained/Where is the training taking place/What are the instructional techniques utilized/What are the areas of disability of target populations addressed by training. Abstracts themselves include Project Title/Sponsoring Agency/Grant Contact Person/Project Description/Major Objectives/Dissemination Plans/Evaluation Plan.

Subject Descriptors: Program Planning and Development; Resource Directory

Use: For program planners ... exemplars
For project directors to encourage interaction and sharing of resources among projects.

Availability: Contact producer (below). Cost $11.00

Producer of Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St. Rm 100
Bloomington, Indiana 47405

Materials: M9093

Title: Career Education for Exceptional Individuals (working title)

Physical Description: Products include a self-instructional manual, facilitator's guide, and one introductory filmstrip and cassette

Content Summary: Designed to enable the learner to: Relate career education to its theoretical foundations in career development; Identify factors influencing career development for exceptional individuals; Modify lesson plans that include career education concepts to meet the needs of exceptional learners; Identify and use available resources both within and outside the school; Collaborate with others in planning for exceptional students; Develop a class planning guide for use in lesson plan implementation.

Subject Descriptors: Secondary, Career and Vocational Education

Use: Designed for use in inservice/preservice training for regular and special educators who are working with exceptional individuals within the framework of career education.

Producer or Distributor: Carole M. Johnson
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Materials: M9094

Title: The Social Integration of Handicapped Students into the Mainstream, Roger Johnson and David W. Johnson, 1979

Physical Description: A 50 page, soft covered, spiral bound handbook (chapter to appear in a book)

Content Summary: Discusses the procedures associated with successful integration of handicapped children into regular classroom settings. Stresses that "it is only when handicapped students are liked, accepted and chosen as friends that mainstreaming becomes a positive influence on the lives of both handicapped and normal-progress students." Defines "mainstreaming"; presents the process of social judgement as highlighting the difference between acceptance and rejection of handicapped students; and, finally, details specific strategies for setting up heterogeneous and cooperative groups of handicapped and non-handicapped students that encourage acceptance, friendships, and higher achievement.

Subject Descriptors: Mainstreaming and the Law; Classroom Management

Use: As background reading that might accompany an inservice presentation; as a resource for administrators and teachers to assist in the integration of handicapped children into the regular classroom

Availability: Copies are available through the address below.

Producer or Distributor: Dr. David W. Johnson
Psychological Foundation
330 Burton Hall
Minneapolis, Minnesota 55455
(612) 373-5829

Materials: M9096

Title: Teaching Learning Disabled Students in the Mainstream: A Challenge For Regular and Special Educators, Teresa Laurie, Lorie Buchwach, Rita Silverman and Naomi Zigmond

Physical Discription: A 27 page journal article (appeared in Learning Disabilities Quarterly, Fall 1978)

Content Summary: Describes efforts of Pittsburgh Public Schools to define an approach to meeting the needs of mainstreamed learning disabled students in secondary schools. Examines two current service delivery modes to secondary learning disabled students (i.e., tutoring and basic skill instruction) and goes on present an alternative strategy (i.e., the secondary resource teacher). Recommends that both the regular classroom teacher and the resource teacher move through the following 8 step sequence to achieve change in regular classrooms.

Step 1 Determine needs of the special student in the mainstreamed classroom
Step 2 Specify which course requirements the L.D. student is not meeting
Step 3 Examine the causes of failure
Step 4 Brainstorm possible classroom modifications
Step 5 Be prepared for the rejection of alternatives generated
Step 6 Select an action plan
Step 7 Implement the plan
Step 8 Evaluate the changes

Subject Descriptors: Program Planning and Development; Classroom Management; Secondary, Career and Vocational Education

Use: As a professional reading; as a means of illustrating program planning; as a resource in developing secondary inservice

Materials: M9096 Continued

Availability: In Learning Disabilities Quaterly, Fall 1978 Additional copies can be obtained from the distributor (below).

Producer or Distributor: Theresa Laurie
Program in Special Education
Division of Specialized Professional Development
School of Education
Pittsburgh, Pennsylvania 15261
(412) 624-3973

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Materials: M9097

Title: Teacher Assistance Teams: A Procedure for Supporting Classroom Teachers; James C. Chalfant, Margaret Van Dusen Dsych, Robert Moultrie

Physical Description: A 23 page, typed project description

Content Summary: Describes a teacher support system designed to help teachers meet the needs of children who exhibit learning and behavior problems in classrooms in rural settings. Lists as outcomes the following: to help teachers understand the nature of learning and behavior problems of individual children; provide immediate and relevant support to teachers who were trying to individualize instruction; to improve follow-up and evaluation of mainstream efforts; to increase attention to referrals at the building level; to reduce the number of inappropriate referrals and to utilize special education personnel more effectively. Presents the results of a rural needs assessment. Describes the teacher peer-problem solving model employed as well as the implementation of the Teacher Assistance Team. A section is included which details the effectiveness of the program.

Subject Descriptors: Program Planning and Development; School-Wide Planning, Staff Development and Coordination; Use of Resources

Use: As a model for designing rural service delivery to handicapped students

Availability· Copies can be obtained from the address below.

Producer or Distributor: James C. Chalfant
Educational Service, Unit No. 9
Child Service Demonstration Center
Title VI - Part G
Hastings, Nebraska

Materials: M9098

Title: Mainstreaming: A River to Nowhere or a Promising Current, Marilyn Rauth — a special report to the AFT task force on educational issues.

Physical Description: An 11 page soft cover report; 7 1/2 x 7 1/2"

Content Summary: Examines the potential promises and problems of integrating children with special problems or handicaps into regular classrooms. Discusses what mainstreaming is and is not. Provides a brief history of special education. Considers society's responsibility to the handicapped. Concludes with position statements and a list of recommendations which reflect the Union's perceived role both past and future as it relates to "mainstreaming".

Subject Description: Mainstreaming and the Law

Use: As a professional reading; as a resource material that can be distributed through inservice training

Availability: Copies can be obtained from the address below. Order No. 593.

Producer or Distributor: American Federation of Teachers/
AFL-CIO
11 Dupont Circle, NW
Washington, DC 20036

Materials: M9099

Title: A Guide to Understanding the Education for All Handicapped Children Act (P.L.94-142)

Physical Description: A 12 page soft cover 8 1/2" x 11" pamphlet

Content Summary: Provides information concerning the federal requirements of the Education for All Handicapped Children Act (P.L.94-142) through a question and answer format. Organized by subheadings which include: Legislative Intent; Parents' Rights and Due Process; Individualized Education Programs; Evaluation; Least Restrictive Environment; Training Programs for Educational Personnel; State Advisory Panels; Funding and Incentive Grants.

Subject Descriptors: Mainstreaming and the Law

Use: As a resource material for administrators, regular and special education personnel, ancillary support personnel and parents; as a resource available to supplement inservice training programs.

Availability: Copies can be obtained through the address below. Order No. 435. Single copies free. $5.00 for 100 copies.

Producer or Distributor: American Federation of Teachers/
AFL-CIO
11 Dupont Circle, NW
Washington, DC 20036

Materials: M9100

Title: The Education for All Handicapped Children Act (P.L.94-142): Preserving Both Children's and Teachers' Rights, Marilyn Rauth

Physical Description: A 9 page soft cover (8 1/2" x 11") pamphlet

Content Summary: Uses a question and answer format to address some of the common problems and concerns which have been raised by teachers and other school employees regarding the implementation of P.L.94-142. Organized according to subheadings which include: Basic Requirements; Individualized Educational Programs; Least Restrictive Environment Placements; Due Process; State and Local Regulations; and Non Compliance. Among the issues addressed within these subheadings are: teacher accountability; teacher responsibility for IEP development and implementation; teacher liability; collective bargaining; and information resources available to teachers.

Subject Descriptors: Mainstreaming and the Law

Use: As a resource to administrators and regular classroom teachers

Availability: Copies can be obtained from address below. Order No. 436. $5.00 for 100 copies. Single copies free.

Producer or Distributor: American Federation of Teachers/
AFL-CIO
11 Dupont Circle, NW
Washington, DC 20036

Materials: M9101

Title: Inservice Training Package: Mildly Hearing Impaired

Physical Description: A notebook containing three sequences (instruction, identification, and intervention) of self-instructional materials for individual use by regular classroom teachers.

Content Summary: This inservice training package has been developed to provide identification and intervention procedures which can be used by the regular classroom teacher with the mildly hearing impaired student. It is divided into the following three sequences:

Sequence I:	Instruction	Ten Programmed Instructional Blocks (PIBs) provide information on hearing loss, its effects and, specifically, mild hearing impairment. The ten PIBs are: 1) Anatomy of the Ear; 2) Physiology of Hearing; 3) Hearing Impairment; 4) Hearing Testing; 5) The Audiological Report; 6) Medical Intervention and Mild Hearing Impairment; 7) Hearing Aids; 8) Identifying Mild Hearing Impairment; 9) Effects of Mild Hearing Impairment; and 10) Educational Intervention and Mild Hearing Impairment
Sequence II:	Identification	A step-by-step procedure for identification of the mildly hearing impaired student in the regular classroom
Sequence III:	Intervention	An educational planning method to be used with the mildly hearing impaired student in the regular classroom; includes a technique of pinpointing specific educational needs and individualizing instruction based on those needs

Subject Descriptors: Training Program

Materials: M9101 Continued

Use: Inservice training for the regular classroom teachers and other school personnel

Availability: Contact the producer listed below.

Producer: Rollie R. Houchins, Ph.D.
Hearing and Speech Department
University of Kansas Medical Center
39th and Rainbow
Kansas City, KS 66103

Materials: M9103

Title: "The Outer Dimensions of Classroom Conflict" Training Package, Ernest Gotts and Paul Pattavina

Physical Description: Videotape (30 minutes, cassette or 1/2" reel to reel) and 45 page Trainer's Manual

Content Summary: Presents 15 classroom crisis situations in which a teacher decision about managing student behavior may need to be made. Provides, on the screen and response sheet, response options. Provides as well three classroom Response to Crisis Scales which direct the trainees' attention to intervention concerns integral to educating the handicapped adolescent whose primary problem is in emotional and behavioral areas: #1M -- seeks the teacher's initial and immediate response to managing the conflict situation; #2M -- requests the teacher to indicate what the underlying problem may be which preciptiated the incident; #3M views the teacher's decision concerning subsequent procedures which may be necessary for resolving the problem.

Subject Descriptors: Classroom Management; Secondary; Training Program

Use: Intended for use by teacher trainers and consultants level during pre-or inservice training sessions for regular and special educators, administrative and ancillary personnel at the secondary level.

Availability: At cost of blank videotape or at no cost when collaborative research plans are negotiated with CONSERT project (below).

Producer or Distributor: CONSERT Project
School of Human Development
Program in Special Education
University of Texas at Dallas
Richardson, Texas 75080

Materials: M0104

Title: Station Model Inservice Teacher Education:
A Regular Classroom Teachers Guide to Public Law 94-142
Jean Zilisch, ed. (Martha Kroiss, Patricia King,
Joan McLaughlin)

Physical Description: 40 page soft-cover booklet.

Content Summary: This booklet is one of three in a structured sequential training program. All materials are designed to engender more positive attitudes toward mainstreaming in school board members, administrative personnel, teachers and parents. This particular booklet covers

1) both P.L. 94-142 and Minnesota statutes;
2) least restrictive environment;
3) assessment and behavior;
4) identification of handicapped children;
5) referral;
6) child study teams;
7) I.E. P. and Behavioral Objectives.

Each chapter describes activities designed to reinforce content. This booklet also includes a pre and post attitude survey, needs assessment instrument, and a post test skill survey.

Subject Descriptors: Mainstreaming and Public Policy/ Student Assessment & Evaluation of Students/ Individual Education Management

USE: Materials can be adapted for: use during a day long workshop; for self-instructional use by teachers or administrations who can complete the booklet during free time; or for use during small group training sessions. Suggestions for adaptations are included in the booklet.

Availability: Copies are available through the distributor indicated below at no cost. Request to distributor should be made by title.

Producer: Jean Zilisch
College St. Thomas - Special Education
Station Model Inservice Teacher Education Project
2115 Summit Avenue
St. Paul, MN 55105

Distributor: Minnesota St. Department of Education
Special Education Section
550 Cedar Street
Minneapolis, MN 55101

Materials: M0105

Title: Guidelines for Curriculum Modification
Jean Zilisch, ed.
(Martha Kroiss, Patricia King and Joan McLaughlin)

Physical Description: Fifteen (15) page soft-cover booklet

Content Summary: This booklet is one of three in a structured, sequential training program. This booklet provides regular classroom teachers with useful suggestions, activities and techniques for adapting their curriculum and materials to meet the specific learning styles of mainstreamed handicapped students. Presented in this booklet are: basic rules for modifying curriculum and materials; ways to modify individual's lessons; suggestions for analyzing and improving the classroom learning environment; constructing worksheet; preparing testing situations and materials. Activities for the teacher, designed to reinforce content, are included.

Subject Discriptors: Teaching Techniques

Use: Materials can be adapted for large group presentations or day long workshops in which each topic area is covered as a separate component. Materials can be used as a self-instructional guide for teachers; or during small group sessions in which each type is covered over several short presentations.

Availability: Copies available at no cost through the distributor indicated below. Requests to the distributor should be made by title.

Producer: Jean Zilisch
College of St. Thomas - Special Education
Station Model Inservice Teacher Education Project
2115 Summit Avenue
St. Paul, MN 55105

Distributor: Minnesota St. Department of Education
Special Education Section
550 Cedar Street
Minneapolis, MN 55101

Materials: M0106

Title: Observing as a Technique
Jean Zilisch, ed.
(Martha Kroiss, Patricia King and Joan McLaughlin)

Physical Description: Twenty-one (21) page soft-cover booklet

Content Summary: This booklet which focuses on systematic observation, is one of three in a structured, sequential training program. The booklet provides teachers with useful information and strategies for gathering information on student academic and behavioral growth. Observation techniques presented include time sampling, methods, event-recall observations, anecdotal summaries and documenting student to groups interactions. The booklet contains samples of forms to be used and activities designed to reinforce content.

Subject Descriptors: Student Assessment and Evaluation/Teaching Techniques/Classroom Management

Use: Materials can be adapted for large group presentations led by a single facilitator who presents each technique as a single component. Materials can be used as self-instructional guide. Materials can also be used during small groups sessions in which each technique is covered over several short presentations.

Availability: Copies available at no cost through the distributor indicated below. Requests to the distributor should be made by title.

Producer: Jean Zilisch
College of St. Thomas - Special Ed.
Station Model Inservice Teacher Education Project
2115 Summit Avenue
St. Paul, MN 55105

Distributor: Minnesota St. Dept. of Education
550 Cedar Street
Minneapolis, MN 55101

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Materials: M0107

Title: Project TEAMS: Training Education Agencies to Meet Special Education Mandates/Planning for Full Services Anthony P. Caetano and Richard A. Punzo, (Eds.) 1980

Physical Description: A training Program that consists of: 1) a 57 page red, white and blue soft cover TRAINER'S GUIDE; 2) four (4) filmstrips with audio cassettes; 3) a set of 37 35mm slides; 4) a red, white and blue binder; 5) a red, white and blue PARTICIPANTS NOTEBOOK.

Content Summary: PROJECT TEAMS workshop materials are designed to:
1) enable participants to develop a collaborative team management decision-making approach to addressing district priorities for implementing P.L. 94-142 and Section 504
2) enable participants to utilize this approach in identifying target areas for improvement of policies and services
3) to enable participants to develop and/or refine an individualized full service implementation plan responsive to the needs as identified by each local education agency.

Subject Descriptors: Training Program/Mainstreaming and Public Policy/School Wide Planning, Roles and Inservice Training

Use: To assist workshops leaders and district level inservice planners in providing a two and one-half day workshop on full service planning.

Availability: Available through the distributor indicated below. Cost of Project TEAMS training programs is $150.00 for leaders kit, $4.95 each for Participant Workbooks.

Distributor:

American Association of School Administrators (AASA)
1801 North Moore Street
Arlington, VA 22209

Materials: M0108

Title: Partners for the 80's - Handbook for Teachers: Effective
Involvement of School Volunteers
Dorothy Mulligan, (Ed.) 1979

Physical Description: A 6" x 9 " soft-cover, 22 page handbook.
Green and white cover.

Content Summary: The purpose of this handbook is to help classroom teachers involve school volunteers creatively and effectively in educational program. The ideas and materials which have been included in this handbook were gathered from school volunteer programs throughout the country. This handbook provides classroom teachers with a series of steps in order to involve school volunteers effectively. These steps, described in each chapter, are: assessing classroom needs; talking with other teachers who have utilized the services of school volunteers; requesting the services of a volunteer; orientating a volunteer to the classroom; taking time to get to know the volunteer; matching a volunteer's skills to classroom needs; establishing good communication; sharing student progress with a volunteer; showing appreciation for volunteer services; evaluating volunteer and student progress; encouraging the volunteer to seek additional training; and setting a good example. In addition this handbook includes six appendices which illustrate the following: ways in which volunteers can help both elementary and secondary school teachers; procedures for requesting volunteer services; interviewing volunteers; showing appreciation for volunteer services; evaluating volunteers; a glossary of terms; and guidelines for implementing a teacher/volunteer team work approach drawn up by the NSVP/NEA task force.

Subject Descriptors: Training Program/Special Category: *Training Volunteers and Paraprofessionals*

Use: This handbook can be used by local school districts to design policies and guidelines for the development and implementation of a school volunteer program. Similarily, this handbook can be distributed and utilized by classroom teachers as a means of involving in the educational program. Material is designed to accompany NSVP Inservice Training Models (See M0109)

Availability: Single copies of the handbook are available from NSVP at $2.00, for members; $2.75 for non-members

Producer: National School Volunteer Program, Inc. (NSVP)
300 North Washington Street
Alexandria, Virginia 22314

Materials: M0109

Title: Partners for the 80's - Inservice Training Model:
The Team Work Approach/Training for Teachers and Volunteers
Working Together
Dorothy Mulligan and C.J. Reid, (EDs) 1980

Physical Description: A 38 page, soft-cover manual containing eight inservice training models. Green and white cover.

Content Summary: The eight inservice training models included in this manual are designed to provide teachers, principals, coordinators of school volunteer programs and district level personnel with a structured training program regarding the effective use of school volunteers. Models cover the following topical areas:
#1 Familarizing the faculty with the value of school volunteers;
#2 Examining the roles and relationships between the teacher and the school volunteer;
#3 Revitalizing the program and the individuals involved;
#4 Establishing the need for volunteer assistance, roles of volunteers, and securing maximum benefits from volunteers;
#5 Familiarizing faculty with the objectives, structure and policies governing the school volunteer program; responsibilities of the teacher; retraining volunteers;
#6 Acquainting participants with the tasks that volunteers can perform;
#7 Creating teacher-volunteer teams and establishing open communication between teachers and volunteers.

Each model includes: a suggested time line for the completion of the model; description of the target audience; objectives; materials needed; handouts and suggested supplemental materials.

Subject Descriptors: Training Program/Special Category: *Training Volunteers and Paraprofessionals*

Use: This manual can be used as an entire training program or individual models may be selected and adapted in order to meet a school districts' particular training needs.

Availability: Member price $5.00; $6.00 to non-members; bulk rates available from producer (below)

Producer: National School Volunteer Program, Inc. (NSVP)
300 North Washington Street
Alexandria, VA 22314

Materials: M0110
See also M2046, pp. 192-3

Title: Helping Teachers Become Inservice Facilitators
Mary Alice Wilson, Ed. 1979

Physical Description: Three-hole punched 300 page manual

Content Summary: The purpose of this manual is to train teams of teachers and administrators from regular and special education to function as an inservice team for their school system. The manual has training protocols and background readings in analysis and goal setting techniques, data collection, resource management, team building, communication between team and school, workshop management, political support and philosophy of inservice education. This is the fifth edition of this manual.

Subject Descriptors: School Wide Planning, Roles and Inservice Training

Use: For training inservice facilitation teams and individuals responsible for inservice planning. To obtain copies of the manual contact project director directly.

Producer: Dr. Mary Alice Wilson, Ed.
Hamphsire Educational Collaborative
58 Pleasant Street
Northampton, MA 01060

Materials: M0111

Title: Training Regular Educators with Exceptional Kids:
A Guide for Adapting the TREK Model of Inservice
Training. Spring 1980

Physical Description: A 110-page spiral bound handbook

Content Summary: This document describes the history and development of Project TREK with step-by-step guidelines for educators/institutions interested in adapting the model for use in individualizing inservice training for regular educators. The guide emphasizes those processes which TREK has found to be most successful, and it offers specific recommendations and conclusions based upon the Project's experience to date. A summary of content options is also included, as well as an annotated bibliography of selected inservice training materials approrpriate for major topic areas.

Subject Descriptors: Training Program/School Wide Planning, Roles and Inservice Training, Planning

Use: For designing accommodative inservice training programs for general and special education personnel.

Additional copies may be obtained by contacting the project staff at the address provided below. Cost: $4.00.

Producer: Project TREK
Child Service Center
220 NE Beech Street
Portland, OR 97212
(503) 288-5361

Materials: M0112

Title: Special Education Professional Development Center for Regular Classroom Teachers of the Mildly Handicapped: A Training Cycle

Physical Description: Ten multimedia modules

Content Summary: The Special Education Professional Development Center located in San Antonio, Texas offers a five day inservice training cycle which covers P.L. 94-142, the identification of handicapped children, behavior management, I.E.P. development and teaching techniques. The training cycle incorporates elements of individualized instruction and, therefore, can be adapted to meet the individual needs of teachers within a given target audience. Ten (10) multimedia modules have been developed to accompany these topical areas. Upon completion of the training cycle, participant teachers receive follow-up assistance at their home schools.

Subject Descriptors: Training Program/School Wide Planning, Roles and Inservice Training/Mainstreaming and Public Policy/Characteristics of Handicapping Conditions/Individualized Educational Management/ Teaching Techniques/Classroom Management

Use: The service provided by the Special Education Professional Development Center can be incorporated into a building or district-wide inservice training plan.

Availability: Multimedia models for Elementary and Secondary teachers have been field tested and are available for distribution. In order to obtain all materials, interested project directors and inservice facilitators must receive training. For additional information, contact project director as indicated below.

Producer: Education Service Center
Region 20
1314 Hines Avenue
San Antonio, TX 78208
(ATT: Rose Carroll)

Materials: M0113

Title: A Handbook of Teacher Training Activities to Prepare General Educators to Work With Handicapped Children
Clifford D. Baker and Barbara J. Fowler

Physical Description: Soft-cover handbook, 436 pages

Content Summary: This handbook includes a wide variety of field-tested teacher training activities designed to prepare general educators with skills to work with handicapped children in regular classroom settings. The instructional activities include step-by-step teaching suggestions to facilitate ease of organization and presentation for the instructor. The activities also include supplementary instructional materials such as overhead transparency masters, handouts, discussion questions, etc.

Chapter Contents: 1) Overview of Handicapping Conditions, 2) Mainstreaming/P.L. 94-142-Who & Why?, 3) Developing Awareness of Attitudes and Feelings, 4) Identification, Referral Process, Evaluation & Placement, and Delivery of Services, 5) Facilitating the Integration Process, 6) Learning Styles, 7) Promoting Positive Classroom Behaviors, and 8) Techniques for Working with Handicapped Students in Elementary School Subjects. An extensive, up-dated bibliography of teacher-training media specific to the preparation of general educators to work with handicapped children as well as an "Attitude Survey" and "Mainstreaming Inventory" are also included.

Subject Descriptors: Training Program/Mainstreaming and Public Policy/Characteristics of Handicapping Conditions/ Individualized Educational Management/Teaching Techniques/ Classroom Management/School Wide Planning, Roles and Inservice Training

Use: Appropriate for: college faculty, inservice coordinators or instructors personnel responsible for inservice programs, Dean's Grants Projects, SEA personnel responsible for staff development and personnel responsible for preservice or inservice curriculum development. Requests should be directed to the project director indicated below.

Producer: Barbara J. Fowler
University of Northern Colorado
School of Special Education and Rehabilitation
McKee 318
Greeley, Colorado 80639

Materials: M0115

Title: Inservice Training Program for Regular and Resource Teachers
Octavia B. Knight (Ed.) 1979

Physical Description: A 97 page, soft-covered, spiral bound project description that includes eight training modules.

Content Summary: The inservice training program described within the manual is designed to prepare resource teachers to assist regular class teachers in providing for mentally retarded, emotionally disturbed, gifted children and children with other handicapping in the most appropriate, least restrictive environment. To develop the necessary skills needed to instruct children with learning problems, ten modules have been developed which specify methods and techniques for remediating learning problems. Eight of these ten modules are included in this project description modules cover:
#1 Humanizing the Teaching Process;
#2 The Personalized Approach to Instruction;
#3 Role and Function of the Resource Teacher;
#4 Assessment and Skill Training of Inservice Teachers;
#5 Curriculum Design: Selection & Evaluation of Materials for a Resource Center;
#6 Individual Education Plan: Content and Accountability
#7 Strategies for Changing the Attitudes of Regular Class Teacher
#8 Strategies for Manipulating the Learning Environment

Each of these modules contains goals, learning objectives, suggested learning activities and related resources, evaluation plans, glossary of terms, and topical bibliographies. In addition, each module includes a test to assess the participants' prior knowledge of the topic and a post test to determine the extent of knowledge gained through the completion of the training session.

Subject Descriptors: Training Program/Teaching Techniques/Use of Resources/Individualized Educational Management/Mainstreaming and Public Policy. *Attitudes*/Classroom Management/School Wide Planning, Roles and Inservice Training

Use: These modules can be used to guide the planning of a complete inservice training program either at the building or at the district level. Modules are transportable and may be replicated with a minimum of time and/or financial cost. In addition, these modules can be adapted to meet the individual needs of a given target audience. To implement a particular module as described, some time may be needed to gather the resource materials listed.

Materials: M0115 continued

Producer: Octavia B. Knight, Ph.D. - Project Director
North Carolina Central University
Fayetteville Street
Durham, NC 27707

Materials: M0116

Title: Project SPECTRE: Resources for Classroom Teachers
Edward J. Kelley (Ed.D.)

Physical Description: A 146 soft-covered, spiral bound handbook. Gold and black illustrated cover.

Content Summary: This handbook is a compilation of journal articles, handbooks, papers, instructional activities, sample forms, diagrams and self-instructional units which are arranged according to five major topical areas. Topical areas include:
Section A - Characteristics of Exceptional Children
Section B - P.L. 94-142 and Its Implications
Section C - Assessment of Exceptional Children
Section D - Classroom Strategies: Academic and Behavioral
Section E - Working with Parents

Each section contains a variety of carefully selected resource materials to assist special and regular educators to understand the implications of P.L. 94-142 as well as increase the skills needed to provide for handicapped children in the least restrictive environment.

Subject Descriptors: Resource Directory/Mainstreaming and Public Policy/Characteristics of Handicapping Conditions/ Student Assessment and Evaluation/Special Category: Parent Training

Use: The handbook can be distributed to special and regular education teachers, administrators and parents in order to fulfill requests for information regarding the topical areas covered. In addition, the materials contained within the handbook can be used to supplement an inservice training program. Components of the handbook can serve as supplemental readings, handouts, overhead transparencies or self-instructional packets.

Availability: To obtain copies of the resource handbook, contact the project director indicated below.

Producer: Project SPECTRE
Edward J. Kelly, Ed.D. - Project Director
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154

Materials: M0117

Title: Project PREP-Resource Analysis. Mainstreaming Resources for Inservice, Preservice, and Instructional Purposes
Kent Gerlach (Ed.)

Physical Description: A thirty-seven (37) page, soft-covered resource listing. Blue and black illustrated cover.

Content Summary: This resource listing has been compiled in order to assist regular educational personnel in accommodating a broader range of individual differences among students and in providing each exceptional student with appropriate educational services. The listing contains a total of 72 abstracts of books, instructional manuals, inservice materials, films, filmstrips, multi-media programs, cassettes and teaching materials which can be used to design and supplement inservice and preservice programs. In addition, this publication contains abstracts of a variety of instructional materials which elementary and secondary teachers can use to supplement their curriculum. Each resource abstract includes: title of resource; publisher and address; cost; target audience; type of materials and a brief description of the materials.

Subject Descriptors: Resource Directory

Use: The resource listing can be used to design and/or supplement inservice, preservice, and instructional programs. Materials are appropriate for regular and special education teachers, and administrators.

Availability: All requests for copies of this resource listing should be directed to the project director as indicated below.

Producer: Joan Metcalf, Project Director PREP
Department of Education
Humanities Building Augustana College
Sioux Falls, SD 57102

Materials: M0118

Title: Needs Assessment in Teacher Preparation
Gayle H. Gear (Ed.)

Physical Description: A thirty-seven (37) page, soft-covered, spiral bound handbook. Illustrated tan and blue cover.

Content Summary: This particular handbook is one of several inservice training materials produced by the Interrelated Teacher Education Projects. This handbook explores the identification and establishment of inservice training priorities necessary to ensure that teachers are receptive to mainstream efforts and feel competent in providing for the educational and psychological needs of exceptional children. It also offers a method for the establishment of training priorities for the preparation of regular educators through a varity of needs assessment strategies. The handbook is composed of four sections: 1) rationale for conducting a needs assessment; 2) identification for essential teacher competencies for mainstreaming the handicapped child; 3) assessment of teachers' perceived training needs; and 4) establishment of priorities for inservice-preservice training programs. The appendices contain appropriate reporting forms, questionnaires and a priority matrix used in conducting a needs assessment. Methods for intrepreting needs assessment data are also provided.

Subject Descriptors: Special Category: Needs Assessment/School Wide Planning, Roles and Inservice Training

Use: The handbook can be used by building or district level inservice facilitators or providers to design and select an appropriate needs assessment strategy when developing an inservice training program. The content is presented in such as a way that it is easily adapted to a given situation.

Availability: Request for copies of the needs assessment handbook should be directed to the project director as indicated below:

Producer: Gayle H. Gear
Interrelated Teacher Education Project
Department of Special Educator, Bldg. 4, Room 243
University of Alabama
Birmingham, AL 36924

Materials: M0119

Title: Inservice Training for Educators of Children
with Special Needs: Evaluation Consideration
Shari Stokes and Penny Axelrod 1980

Physical Description: A ten (10) page paper presented at the Eastern Educational Research Association, March 5-9, 1980

Content Summary: This paper describes the project goals and the model designed for the delivery of an inservice training program to educators administrators and ancillary support personnel at the building level. The major focus of this paper is presenting an evaluation plan designed to yield data regarding effectiveness of both building based instructional support teams and teacher consultants with respect to providing for children in increasingly less restrictive environments. The process used to guide the evaluation efforts follows the Discrepancy Evaluation Model (DEM), thereby yielding data which compares intended project goals with actual results of training efforts. The paper delineates evaluation questions and procedures used to measure four major project goals: 1) effectiveness of multidisciplinary, building-based instructional support team; 2) competency acquisition of teacher consultants; 3) skill acquisition of regular classroom teachers receiving assistance or consultation services; and 4) replication of program process and content.

Subject Descriptors: School Wide Planning, Roles and Inservice Training

Use: This paper can be used to direct or guide the development of an evaluation plan for projects which utilize building based teams or teacher consultant inservice delivery models.

Availability: Copies may be obtained from the authors indicated below.

Producer: Penny Axelrod/Shari Stokes
Tufts University
Eliot-Pearson Department of Child Study
College Avenue
Medford, MA 02155

Materials: M0120

Title: Helping Children Learn Family
Participation Skills for Getting It Together at Home
Peter K. Hainsworth 1977

Physical Description: A 116 page, soft-covered spiral bound parent training program consisting of ten (10) instructional units.

Content Summary: This publication presents a parent training program which is designed to assist parents in acquiring skills and developing strategies which will enable their children to become responsible, contributing and independent members of the family. The training program consists of ten (10) instruction units which provide practical suggestions for the application of a variety of behavior management techniques. Those ten units are

Unit #1 Family Participation Skills - An Overview
Unit #2 Getting Started
Unit #3 Space in the Home: Defining Problem Areas
Unit #4 Space in the Home: Analyzing the Situation
Unit #5 Family Expectations: Prompting Change
Unit #6 Using Consequences: Following Thru
Unit #7 Time Periods
Unit #8 Family Belongings
Unit #9 Family Activities
Unit #10 Where did we get to? What can we do now?

Each unit includes examples of techniques presented, guided illustrations of implementing specific strategies, role playing situations, parent self-evaluation, home contracts and worksheets for parents. The information is presented in a clear, concise and practical language.

Subject Descriptors: Special categories: Parent Training/ Communication and Human Relations / Early Childhood Education

Use: This publication is designed to be presented to parents by a workshop facilitator or parent trainer, however, it can also be distributed directly to parents requesting information on teaching appropriate behavior patterns to young chidren. It is possible to use this publication as a self-instructional guide for parents. Even though the material is directed at all parents, it may prove particularly valuable to parents of handicapped or difficult children.

Availability: Distribution of this material is limited to evaluation , field testing and review purposes, therefore, direct all requests to the address provided below.

Producer: Early Recognition Intervention Network
376 Bridge Street
Dedham, Massachusetts 02026
(617) 329-5529

Materials: M0121

Title: A Review of Selected Inservice Training Components of States' 1978-79 Annual Program Plans

Physical Descriptions: 31 pages, soft-cover report.

Content Summary: This study reviews the inservice training section of states' 1978-79 annual program plans for P.L. 94-142 and assesses how states are addressing training needs of their personnel. The report presents information pertaining to seven selected components of the inservice training plan: Needs Assessment Methodologies, Priority Areas of Training, Target Population (Personnel Groups to Receive Training), Training Delivery (Strategies/Formats, Staff Sources), Incentives Offered to Participants, Funding Sources, and Evaluation Model for Determining Effectiveness of Training

Subject Descriptors: Special Categories: *Inservice training components of state plans* / School Wide Planning, Roles and Inservice Training

Use: This publication can be used as a guide to writing state annual program plans and planning inservice training.

Availability: Direct all requests to the address indicated below. A single copy can be obtained free through The Council for Exceptional Children.

Producer: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
Att: Sharon Davis

Materials: M0122

Title: Design and Implementation of A Bilingual Special
Education Teacher Training Program
Ewa Pytowska 1979

Physical Description: A 50 page, soft-covered, dissemination report.

Content Summary: The purpose of this document is to describe the Bilingual/Generic Teacher training program at Regis College as well as the process through which the program was designed and implemented. Role expectations for bilingual/generic teachers include: facilitating, identification, assessment and I.E.P. development; consultation to minority and bilingual parents; assistance to regular classroom teachers in the areas of instructional techniques and behavior management strategies that are specific and sensitive to minority, bilingual and limited English proficient children with special needs. This dissemination report was written to assist universities and/or state agencies seeking to improve their teacher training programs and to increase the number of qualified bilingual support specialists. Included in this report are descriptions of the following program components: 1) Introduction, 2) Background Information, 3) Planning Process, 4) Program, Design: Competencies and Courses, 5) Organizational and Programmatic Implications of the Bilingual Generic Teacher Training Program, and 6) Bibliography of Resource Materials

Subject Descriptors: Special Categories: Bilingual/School Wide Planning, Roles and Inservice Training, Planning/Mainstreaming and Public Policy, Issues/Student Assessment and Evaluation, Concepts and Issues

Use: This dissemination report can be used to design and implement programs to train specialists who can respond to the needs of minority, bilingual and limited English proficient children with special needs.

Availability: Requests should be directed to the address listed below.

Producer: Sister Loretto Hegarty
Graduate Division
Regis College, Box 21
Weston, MA 01293

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Materials: M0123

Title: Annotated Bibliography: Secondary Special Education 1977

Physical Description: A 55 page soft covered spiral bound resource directory. Contains 325 material abstracts.

Content Summary: The Division of Special Education, Main Department of Education and Cultural Services in cooperation with the Northeast Learning Resource System has compiled this annotated bibliography in order to assist educators, parents and others with the selection, utilization and evaluation of appropriate instructional materials for secondary school age students demonstrating special needs. The Secondary Core Collection contains abstracts of a variety of print and non-print materials such as publications concerning current research on teaching strategies, instructional tools, resource guides, curriculum kits and manipulative materials. The material abstracts are organized and catalogued in six categories: General; Reading and Language; Mathematics; Social Studies; Affective and; Pre-Vocational. Each item is further catalogued as teacher oriented or for student use. Abstracts include title of the material, author, address, brief description, unique physical characteristics and cost.

Subject Descriptors: Resource Directory/Secondary Career and Vocational Education

Use: This bibliography can be used to design or supplement a building district, regional, state or university resource center for educators and parents who work with secondary school age children. In addition, the directory can be distributed directly to teachers who are interested in supplementing their secondary curriculum.

Availability: Requests should be directed to the address listed below.

Producer: Dave Stockford
Division of Special Education
Federal Programs for the Handicapped
Maine Department of Educational & Cultural Services
Augusta, ME 04333

Distributor: Northeast Area Learning Resource Center
168 Bank Street
Hightstown, NJ 08520

Materials: M0125

Title: Connecticut Special Education Inservice Needs Surveys

Physical Description: Four (4), single page needs assessment surveys presented in a brochure format. Surveys are directed at Administrators (pink), Regular Educators (blue), Special Educators (gold), and Related Service Personnel (green)

Content Summary: These four surveys were developed to assist state agencies, school districts, colleges and universities, inservice facilitators and service agencies in the identification of training needs as expressed by administrators, regular educators, special educators and related service personnel. Each survey includes a section on background information, specific instructions, self-assessment of present and desired competency skill level and space for additional comments. The regular and special educator surveys highlight specific competencies related to planning instruction, implementing instruction, assessing and evaluating school performance, communicating the needs of mildly handicapped children to others and professional information and development.

Subject Descriptors: Special Category: *Needs Assessment*/School Wide Planning, Roles and Inservice Training, *Planning*/Professionalism, *Development*

Use: These surveys can serve as a model in developing needs assessment instruments directed at administrators, regular educators, special educators and related service personnel. These surveys have application for building, district, co-op, state agency, and university inservice planning efforts.

Availability: Contact the address listed below for copies of this survey.

Producer: Janet M. Rosenbaum, Coordinator
Personnel Development Services
Connecticut State Department of Education
Special Education Resource Center
275 Windsor Street
Hartford, CT 06120
Phone: (203)-566-3824

Materials: M0126

Title: APPLE - A Pre-primary Program for Learning Exceptionalities

Physical Description: A comprehensive early learning program appropriate for children developmentally between two (2) and seven (7) years in both regular and special education settings.

Content Summary: APPLE represents a total educational system by incorporating the following three program components:

1) Assessment Component - Through this component, each child's present level of functioning is determined by assessing the strengths and weaknesses in development exhibited by the child. An educational diagnostic assessment designed to be administered by teachers is conducted. Information collected from parents and referring agencies complements the information derived from the testing.
2) Programming Component-Based on the assessment information, an individual education program is designed for each child. It is the responsibilitity of the interdisciplinary team to facilitate the development of the I.E.P. A total management system for conducting meetings and organizing information has been developed.
3) Intervention Component-APPLE operates a two-part intervention component, i.e., a center-based program and a home-based program. Thus the learning which occurs in the center is supported by activities which the parents are instructed to use with their child in the home. In this way, parent involvement is an essential element of the APPLE model. The APPLE development curriculum manual provides the framework for the total classroom management system intervention component. The manual is a 1,000 page developmental, and hierarchically sequenced document which is appropriate for use with children who are developmentally two to seven years of age.

Subject Descriptors: Training Program/Early Childhood Education/ School Wide Planning, Roles, and Inservice Training/ Developmental Curriculum/Classroom Management System

Use: APPLE, A Pre-Primary Program for Learning Exceptionalities, is designed to establish and operate an interdisciplinary model Child Service Demonstration Center for the assessment and remediation of young children with developmental deficits.

Availability: All request should be directed to the address provided below. Interested parties are asked to call (215) 574-9300 to schedule an awareness presentation concerning a two-day inservice training workshop.

Producer:

Research for Better Schools, Inc.
444 N. 3rd Street
Philadelphia, PA 19123
215-574-9300

Materials: M0127

Title: Academic Skill Activities: How Volunteers Can Help
Mildly Handicapped Students
Dorothy Mulligan 1981

Physical Description: A light brown folder which converts into a game board to be used as a medium for the direct instruction of children. The folder contains a twenty-six (26) page, light brown handbook of academic skill activities.

Content Summary: The handbook is designed to assist teachers and volunteers who work individually or with small group of children toward personalizing and supplementing the curriculum through a variety of motivating learning activities. The cover of the handbook converts into a universal game board and contains directions for constructing five separate word games which can be played in the game board. In addition, the handbook contains directions for over sixty (60) different language arts and math skill activities presented under the following topical headings: Gimmicks; How to drill without being boring; Making math fun; Variations of some childhood games; some card games; language experience story; Sequencing activities; Helping with study skills and basic competencies; and thinking skills. The author offers specific teaching suggestions and guidelines for the use of an experiential, activity-orientated approach to learning and skill acquistion which will enable teachers and/or volunteers to extend, adapt and integrate the approach into the total curriculum. An annotated bibliography of books on how to make games is included.

Subject Descriptors: Teaching Techniques, *Individualized Instruction/*
Special Category: *Training Volunteers & Paraprofessionals*

Use: Led by an inservice facilitator, these materials can be used to design and conduct a "make-it, take-it" workshop for teachers and/or volunteers. In advance of such a workshop, the facilitator may wish to gather materials which would allow teachers and/or volunteers to work together in constructing a variety of the academic games or activities which are presented in the handbook. These materials can be used to promote an "idea fair" or an exchange of teacher made activities. These materials can also be distributed individually to teachers and/or volunteers wishing to supplement the existing curriculum.

Availability: $2.00 to NSVP members; $2.75 to non-members; bulk rates available from distributor below.

Producer:

National School Volunteer Program, Inc. (NSVP)
300 N. Washington Street
Alexandria, VA 22314

Materials: M0128

Title: Are You Handicapped by Public Law 94-142?
Wayne L. Senecal 1980

Physical Description: A forty-two (42) page, soft-covered, spiral bound instructional unit. Tan and black illustrated cover.

Content Summary: This instructional unit, one of a series developed by project: Least Restrictive Environment located at Manchester Community College, is designed to increase the reader's or workshop participant's understanding of the purpose and the major provisions of Public Law 94-142. The unit covers Mainstreaming the Handicapped, Exceptionally Definition, Planning and Placement Teams and, Individualized Education Programs. This booklet includes: Pre-and Post-test measures of specific objectives, unit objectives, sample student records and forms, and an annotated bibliography of resource materials on P.L. 94-142. In addition, a discussion section containing 21 questions and answers on the topic of P.L. 94-142 is provided.

Subject Descriptors: Mainstreaming and Public Policy, Law and Regulation, Administrative Procedures/Characteristics of Handicapping Conditions, Identification/Individualized Educational Management, Coordination, Referral and Staffing

Use: This instructional unit can be used to design or supplement a introductory workshop on the topic of Public Law 94-142. It could also be distributed directly to teachers, administrators, support personnel and/or parents interested in obtaining information about P.L. 94-142 as well as Connecticut's General Statutes.

Availability: Contact the producer listed below.

Producer: Brenda Briggs, Project Director
Project: Least Restrictive Environment
MCC Inservice Training Project for Regular Classroom Teachers
Manchester Community College
Division of Community Services
60 Bidwell Street
Manchester, CT 06040

Materials: M0129

Title: Managing Atypical Behavior at the Secondary Level: A Cognitive and Behavioral Approach For Dealing With Emotionally Disturbed Adolescents In A Public School Setting
Dr. Raymond Webster, 1981 (7-12)

Physical Description: An instructional unit consisting of a forty-seven (47) page, spiral bound instructor's manual, and a thirty-six (36) page, spiral bound participant's booklet. Tan and black illustrated covers.

Content Summary: This instructional unit presents a behavioral management strategy for use with secondary level students who exhibit non-compliant behaviors in the classroom. The material is composed of three parts. In the first part, the theoretical rationale and general principles underlying the use of behavioral management strategies at the secondary level is presented. The second part examines specific application of the principles to the classroom setting. The third part concludes with the presentation of an actual case study utilizing a time-out or social isolation procedure with a highly disruptive middle school student. The unit includes specific objectives, concise activities, case study material, pre and posttest measures, and an annotated bibliography.

Subject Descriptors: Secondary, Classroom Management, Cognitive, Behavioral, Classroom Climate, Career and Vocational Education, Leadership, Power.

Use: Led by an inservice facilitator, this instructional unit can be used to deliver two to ten hour sessions for secondary school teachers, and administrators. The materials contained in the unit can serve as handouts and models for workshop activities. An in-service facilitator or workshop leader would be needed in order to obtain maximum benefit from the materials.

Availability: Copies and information concerning this and other instructional units that have been prepared by the Least Restrictive Project staff may be obtained by contacting the address provided below.

Producer: Brenda D. Briggs, Project Director
Project: Least Restrictive Environment
In-service Training Program for Regular Classroom Teachers
Manchester Community College
Division of Community Services
60 Bidwell Street
Manchester, CT 06040

Materials: M0130

Title: Listening and Auditory Perception: The Receptive Skills (K-6). Susan Hahn, 1981.

Physical Description: An instructional unit which consists of a fifteen (15) page, soft-covered, spiral bound instructor's manual, and a forty (40) page, soft-covered spiral bound participant's booklet. Tan and black illustrated cover.

Content Summary: The purpose of this instructional unit is to familiarize teachers with a variety of techniques that can be used to identify listening and/or auditory deficits, to improve listening and auditory perception skills, and to modify the existing curriculum in order to provide for children who display these deficits. The instructor's manual and participant's booklet discusses listening, auditory perception and hearing problems and describes activities which are designed to reinforce the concepts presented. The instructor's manual includes a complete script detailing the topical areas; an explanation of various assessment techniques and evaluation instruments; pre and posttest measures; and small group and individual activities. In addition to these components, the participant's booklet includes: check-lists for assessing students, sixty-eight (68) ideas that teachers can use in the classroom to improve listening skills, sixteen (16) guidelines describing appropriate teacher behavior needed to improve children's listening skills, and an annotated bibliography listing fifty-four (54) references on the topic of developing listening skills in the classroom.

Subject Descriptors: Elementary, Teaching Techniques, Learning Styles and Modalities, Individualized Instruction, Student Assessment and Evaluation, Administration and Intrepretation, Programming from Assessment Results, Professional Development.

Use: This instructional unit may be used to conduct two to eight hour training workshop sessions, or participant booklets can be distributed directly to teachers as a self-instructional unit.

Materials: M0130 Continued

Availability: Copies and information concerning this and other instructional units that have been prepared by the Least Restrictive Project Staff may be obtained by contacting the address provided below.

Producer: Brenda D. Briggs, Project Director
Project: Least Restrictive Environment
Inservice Training Program for Regular Classroom Teachers
Manchester Community College
Division of Community Services
60 Bidwell Street
Manchester, CT 06040

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Materials: M0131

Title: Everything You Ever Wanted To Know About Handwriting, But Were Too Busy To Ask (K-3). Elizabeth Katz, 1981.

Physical Description: An instructional unit which consists of a seven (7) page, soft-covered, spiral bound instructor's manual, and an eighteen (18) page, soft-covered, spiral bound participant's booklet. Tan and black illustrated covers.

Content Summary: The purpose of this instructional unit is to provide teachers with a better understanding of the handwriting process, to illustrate techniques for the diagnosis of handwriting difficulties and to present teachers with a variety of remediation strategies for children who display these difficulties. Both the instructor's manual and participant's booklet cover the handwriting process, fine motor control, visual motor integration diagnosis of handwriting difficulties, student self-evaluation techniques, and a variety of remediation strategies. The unit contains a detailed script to be followed, pre and posttest measures, specific unit objectives and a description of small group and individual activities. The participant's booklet includes thirty-five (35) fine motor exercises and activities, fifteen (15) suggested manipulative devices which can provide extra practice in small muscle coordination, samples of handwriting objectives, a glossary of terms and an annotated bibliography of resource materials.

Subject Descriptors: Elementary, Teaching Techniques, Learning Styles, and Modalities, Individualized Instruction, Student Assessment and Evaluation. Administration and Interpretation, Programming from Assessment Results, Professional Development.

Use: This instructional unit may be used by a facilitator to conduct two to six hour in-service training workshop sessions, or participant booklets can be distributed directly to teachers as a self-instruction unit.

Materials: M0131 Continued

Availability: Copies and information concerning this and other instructional units that have been prepared by the Least Restrictive Environment Project staff may be obtained by contacting the address provided below.

Producer: Brenda D. Briggs, Project Director
Project: Least Restrictive Environment
In-service Training Program for Regular Classroom Teachers
Manchester Community College
Community Services Division
60 Bidwell Street
Manchester, CT 06040

Materials: M0132

Title: Understanding Teacher Stress: Teacher Burn Out (K-12). Jerry Edelwich and Archie Brodsky, 1981.

Physical Description: This instructional unit consists of a twelve (12) page, soft-covered, spiral bound instructor's manual, and a sixteen (16) page, soft-covered, spiral bound participant's manual. Tan and black illustrated covers.

Content Summary: The content presented within this instructional unit is based upon the book, Burnout: Stages of Disillusionment in the Helping Profession, by Jerry Edelwich and Archie Brodsky, (New York: Human Sciences Press, 1980). The Teacher Burn Out workshop and related instructional materials is designed to give teachers a forum for sharing their job related frustrations and developing practical interventions and coping strategies in order to deal with disillusionment. By providing a vehicle for sharing frustrations, the workshop format aims to legitimize the participant's personal concerns by giving them exposure to others who have had similar experiences with students, colleagues, parents and school administrators. The workshop familiarizes participants with the five stages of burn out (i.e., disillusionment) and includes exercises designed to help teachers (1) identify and rank their frustrations, (2) understand the ways in which reality falls short of expectations, and (3) confront and solve problems to the extent that they are capable of solution. By fostering realistic expectations and on and off the job interventions, this in-service training workshop can enable teachers to do their job withe greater effectiveness and satisfaction, provide better education for students, and reduce the costs of teacher burn out to the school environment. The instructional unit, which is organized around four specific sessions, includes pre and posttest measures, specific unit objectives, and suggested activities designed to reinforce the content.

Subject Descriptors: Professionalism, Self-Evaluation, Communication and Human Relations, Staff Development, Special Category: Recognizing and Coping with Teacher Burn Out.

Materials: M0132 Continued

Use: This instructional unit is designed to be extended over four training sessions. The first introductory session lasts approximately one hour, while the remaining three sessions last approximately two and one-half hours each. By extending this unit over number of sessions, participants are given an opportunity to practice techniques presented and gain support from other participants. Both the instructor's manual and participant's booklet provide a detailed description of the topic; however, to maximize the use of this instructional unit, sessions should be led by an in-service facilitator or workshop leader who becomes familiar with the training content. It is suggested that the in-service facilitator/workshop leader engage in advance planning and background reading prior to the delivery of the training sessions.

Availability: Copies and information concerning this and other instructional units that have been prepared by the Least Restrictive Environment Project staff may be obtained by contacting the address provided below.

Producer: Brenda D. Briggs, Project Director
Project: Least Restrictive Environment
In-service Training Program for Regular Classroom Teachers
Manchester Community College
Division of Community Services
60 Bidwell Street
Manchester, CT 06040

Materials: M0133

Title: A Guide for Regular Teachers to Serve Handicapped Youngsters in the Least Restrictive Environment
Reidsville City Schools May 1980

Physical Description: A sixty-six (66) page handbook. Orange three-ring binder with nine indexed sections.

Content Summary: This handbook has been developed by an eight member team of regular and special educators from Reidsville City Schools in North Carolina. The nine indexed sections included in this handbook follow the sequence of the staff development sessions provided throughout the Reidsville inservice training program. These nine sections address the following topical areas:

(1) Key Terms and General Definitions associated with P.L. 94-142 and North Carolina House Bill 824;
(2) Basic Definitions and Characteristics of Special Children;
(3) Highlights of Legislation: Section 504, P.L. 94-142 and North Carolina House Bill 824;
(4) Assessing, Referring and Placing for Special Services;
(5) Least Restrictive Environment;
(6) School Based Committee;
(7) Developing the Individual Education Plan
(8) Parental Involvement
(9) Using Community Resources

The handbook includes: an overview to each section; glossaries of terms; outlines of the major provisions contained in key legislation; flow charts; diagrams; explanations of assessment devices; sample student forms; sample completed I.E.P.; guidelines for involving parents; and a directory of community resources.

Subject Descriptors: Training Program/Mainstreaming and Public Policy, *Law and Regulation*/Characteristics of Handicapping Conditions/Individual Education Management/Use of Resources/ School Wide Planning, Roles and Inservice Training/ Special Category: *Parent Training*

Use: Although some individual sections relate specifically to the state of North Carolina and the Reidsville City School system, inservice planners throughout the country will find many of the sections useful in designing or supplementing a variety of training programs. The entire handbook can serve as a model in developing a resource manual for teachers, administrators and parents. The handbook or individual sections can be distributed directly to teachers, administrators and parents requesting additional information on the topics presented, in addition to providing resource materials which are appropriate for supplementing inservice training sessions.

Materials: M0133 Continued

Availability: Copies may be obrained by contacting the project director at the address provided below.

Producer: Jo White, Project Director
Reidsville City Board of Education
920 Johnson Street
Reidsville, NC 27320

Materials: M0134

Title: Physical Education for the Handicapped: Meeting the
Need Through Inservice Training
John M. Dunn & Jerry L. Harris (Eds.) 1979

Physical Description: A 144, soft-covered bound manuscript containing a compilation of conference proceedings. Gold and black cover.

Content Summary: This manuscript, an outgrowth of a national conference held at Oregon State University in June of 1978, is a collection of twenty papers describing successful inservice practices and procedures for assisting teachers to serve the physical education needs of handicapped children. The papers are divided into three sections: Part I focuses on the Inservice Challenge, Part II looks at Inservice Models, Rural to Metropolitan and Part III reviews Inservice Considerations for Special Populations. Content highlights include:

- Accountability in inservice education;
- Practical implications of research in physical education for practicing teachers;
- Realities of inservice programs
- Delivery of inservice programs;
- Needs Assessment methodologies;
- Comprehensive Systems of Personnel Development;
- Descriptions of inservice models and strategies:
- Administrative considerations for inservice programs; and
- Parent and the Handicapped Child.

Several outstanding experts in the field of special education have submitted papers with are included in the manuscript.

Subject Descriptors: Special Category: Physical Education for the Handicapped
School Wide Planning, Roles and Inservice Training, Planning

Use: The information contained in this manuscript can be useful to others who design and implement inservice training programs. Although the information is directed at planners of programs for physical education teachers, many of the papers provide suggestions which can be applied to the entire field of inservice teacher education. University personnel might find this collection of papers particularly valuable as a resource to use in graduate seminars to prepare resource consultants in adaptive/special physical education.

Availability: From the distributor listed below.

Distributor: Hawkins & Associates, Inc.
804 D Street, N.E.
Suite 100
Washington, D.C. 20002
(202) 547-6696

Materials: M0135

Title: Helping Exceptional Learners Progress (HELP): Specifications for an Inservice Education Program for Regular Education Teachers with Exceptional/Handicapped Children in their Classes
Theresa M. Monaco and W. Robert Houston, et. al. 1980

Physical Description: A 263 page, soft-covered, bound monograph
White and red cover

Content Summary: The purpose of this monograph is to describe the conceptual framework generated by the HELP! project staff for the development of an inservice training program. This monograph is divided into ten chapters.

Chapter 1 explores the need for inservice education as a means of providing support to teachers working with exceptional learners. In addition, the exceptional learner is defined, issues surrounding the special education labeling of children as "problems" are discussed, the social problems of handicapped children are delineated, the adaptability of such children in regular classroom settings is presented and the implications of research studies on mainstreaming are summarized.

Chapter 2, Inservice Education: Implementing Innovation, summarizes studies of change theory and inservice education. These change strategies have been incoporated into the design and implementation of Project HELP!

Chapter 3, Teaching Handicapped/Exceptional Learners in Regular Educational Settings, reviews 26 programs that have attempted to integrate handicapped children into a variety of settings.

Chapters 4 and 5 reports findings from research on the problems that teachers encounter when exceptional students are assigned to their classes and substantiates these findings during a study which was conducted by the project staff.

Chapter 6 includes the conceptual framework of the inservice program, assumptions underlying program goals, levels of anticipated learning outcomes resulting from participation in the inservice program, and implications for evaluation design.

Chapter 7, Goals and Objectives of HELP!, explains the needs assessment process employed which led to the identification of program goals and objectives.

Chapter 8, the HELP! Instructional System, outlines the characteristics of and specifications for the Project HELP! instructional units.

Chapter 9 describes the criteria and process used for selecting project participants.

Chapter 10 outlines the evaluation design for the HELP! inservice model.

Content Summary continued

Sample needs assessment instruments, elements of best practices in inservice teacher education, an ERIC search of staff development programs and a glossary of special education terminology are included in the monograph as resource materials for inservice planners.

Subject Dsecriptors: Training Program/Mainstreaming and Public Policy, *Issues, Least Restrictive Environment and Mainstreaming*/School Wide Planning, Roles and Inservice Training, *Planning*

Use: By presenting a detailed description of the steps taken to design Project HELP, the senior author and project staff have developed a monograph which serves both as an instructional tool and as a planning guide for district-level, state department, and university-based inservice program planners. This monograph could be used as a manual to train staff development coordinators or inservice facilitators.

Availability: Requests for this monograph should be directed to the project director at the address provided below.

Producer: Theresa Monaco, Project Director
Project HELP!
University of Houston - Special Education
4800 Calhoun
Houston, TX 77004

Materials: M0137

Title: Problems and Resources in Rural Special Education Delivery Systems: Toward Individualized Local School District Problem-Solving Models
Doris Helge 1979

Physical Description: A 39 page paper

Content Summary: This paper describes the unique needs and problems faced by rural school districts attempting to implement and/or comply with P.L. 94-142. In addition, it delineates a number of strategies which can be employed in order to solve problems associated with special education service delivery in rural, and sparsely populated areas. Content highlights include:

- Overview of Problems in Rural Special Education Delivery Systems;
- Numerical Impact of Problems in Rural Areas;
- Associated Cost Strategies;
- Personnel Needs;
- State of the Art in Rural Special Education Delivery Systems;
- Using Inherent Rural Attributes as Resources;
- Strategies and Promising Practices;
- Strategies to Identify and utilize "Hidden" Resources to Overcome Problems of Scarcity;
- Enhancing Child Find Resources
- Strategies Regarding Recruiting Trained Professionals to Rural or Remote Areas
- Strategies to Retain Qualified Personnel in Rural Areas
- Inhibiting Teacher Burn-Out;
- Overcoming Negative Attitudes Between Teachers and Support Personnel;
- Strategies to Ameliorate Isolation and Communication Problems;
- Expanding Accessibility to Inservice
- Effectively Filling "Down Time."

Subject Descriptors: Special Category:Rural/Mainstreaming and Public Policy, *Administrative Procedures*/Use of Resources, *Human*/Communication and Human Relations/School Wide Planning, Roles and Inservice Training/ Special Category: Recognizing and Coping with Teacher Burn-out

Use: This paper can be used by administrators of special education programs located in rural areas to assist in designing strategies to solve service delivery problems. This paper also provides guidelines to to technical assistants working with rural districts.

Availability: As this paper is under consideration for publication, it cannot be disseminated or quoted without permission of the author. Interested parties are encouraged to contact the project director at the address provided below.

Producer: Doris Helge, Ph.D. - Project Director
National Rural Project
Center for Innovation and Development
Murray State University
Murray, KY 42071

Materials: M0138

Title: National Rural Project Newsletter
Lorraine Del Buono (Ed.)

Physical Description: A fourteen (14) page newsletter. Tan, orange and brown.

Content Summary: The National Rural Project Newsletter is a quarterly publication describing successful innovative strategies and for staff development, parent involvement, and other aspects of providing comprehensive special education services in rural, remote and sparsely populated areas. It provides a question-answer sharing format for rural schools to share problems and solutions with each other. The newsletter also describes conferences organizations, and projects wihich are available to assist rural school districts.

Subject Descriptors: Special Category: Rural
Newsletter

Use: The NRP newsletter can assist rural school districts in designing strategies and accessing resources which can assist with the implementation of P.L. 94-142.

Availability: To be placed on the National Rural Project Newsletter mailing list, contact the address listed below.

Producer: Doris Helge, Ph.D. - Project Director
National Rural Project
Center for Innovation and Development
Murray State University
Murray, KY 42071

Materials: M0139

Title: SELECT - Special Education Learning Experices for Competency in Teaching: The 1979-80 Listing of Special Study Institutes

Physical Description: A 205 page, soft-covered, spiral bound directory. Tan and orange. 5"x8"

Content Summary: This directory was designed as a resource and a reference for persons planning and participating in the SELECT inservice training. SELECT is a process for delivering competency based training to persons seeking to improve their skills in working with handicapped children and the directory was intended to be shared with superintendents, elementary and secondary principals, approved private schools serving handicapped children, state agencies, professional organizations and others who have requested SELECT training information.

The directory contains 199 special study institute titles, suggested target audience, specific training competencies, type and area of certification to which the training applies.

Subject Descriptors: Resource Directory
Use of Resources
School Wide Planning, Roles and Inservice Training

Use: This directory can provide interested parties with a means of tapping into SELECT training programs. In addition, building, districts, co-op or state level inservice planners might use the directory as a model for designing co-ordinated staff development programs.

Availability: Request for this product should be directed to the address below. A schedule of SELECT training is printed and disseminated three times yearly (August, January and July).

Producer: Tommi Pierce
Arizona Department of Education
Special Education
1535 W. Jefferson
Phoenix, AZ 85007

Materials: M0141

Title: Outer Dimensions of Classroom Conflict - Training Packages
Paul Pattavina and Ernest Gotts 1979

Physical Description: Included in this training package are: a 30 minute videotape (1/2" reel to reel or 3/4" cassette black and white); a 45-page trainer's manual; two versions each of four separate response forms to be used in conjunction with the videotape and training manual.

Content Summary: Managing disruptive and irresponsible behavior of handicapped and non-handicapped adolescents in regular classrooms , a problematic issue in public schools across the nation. The CONSERT project goals and related materials are intended to assist teachers and support personnel who work with secondary school students. The videotape, trainers manual and participant response forms address a variety of behavior management strategies, styles of teacher-pupil interaction, evaluation of affective variables and least restrictive environments. In addition, an number of other suggested learning objectives and activities are described in separate sections of the trainers manual. The videotape presents workshop participants with a variety of simulated conflict situations observed in secondary schools.

Subject Descriptors: Training Program/Secondary, Career and Vocational Education/Classroom Management

Use: The training package can be used during pre-service or in-service training of secondary level educators to meet a variety of instructional objectives and for different learning and evaluative activities.

Availability: At present, copies of this material are available at the cost of reproduction plus postage and handling. A copy of the 30 minute 3/4" cassette costs $40.00 for the tape and duplication charge. The manual is $3.50 - $5.00 with postage and handling, making a total of $48.50. Refer all requests to the project directors as indicated below.

Producer: Ernest Gotts, Ph.D. and Paul Pattavina - Project Directors
CONSERT Project
The University of Texas at Dallas
School of Human Development
P.O. Box 688
Richardson, TX 75080
Telephone: (214) 690-2022
(214) 690-2088

Materials: M0142

Title: Gold Star - or - What We Have Learned About Inservice
Laura Knox and G. Chrisman 1979

Physical Description: A five page paper.

Content Summary: This paper highlights ten learnings regarding implementing an inservice program that were drawn from the experiences of the Parent Involvement Project staff. Each learning is delineated on page one of the paper and described in detail throughout the remainder paper using examples from the project staff's experiences with teachers, principals and other administrators. The learnings discuss:

(1) participant motivation
(2) required vs. voluntary participation in inservice programs;
(3) follow-up training and support;
(4) evaluation of participants;
(5) communication skills;
(6) target audience;
(7) goal setting;
(8) the principal's attitude toward the program;
(9) cooperative planning
(10) rewards and incentives.

Subject descriptors: School Wide Planning, Roles and Inservice Training, *Planning*

Use: This paper can be used by inservice planners and workshops facilitators who are in the process of planning an inservice program. Efforts could be made to incorporate these learnings into the planning process.

Availability: Requests should be directed to the project director listed below.

Producer: Laura Knox, Project Director
Parent Involvement Project -1101 Group
1101 17th Avenue South
Nashville, TN 37212
(614) 256-0131

Materials: M0143

Title: TIME Project (Teachers Involved in Mainstreaming Education): A Description of the First Years' Activities
Dr. L. P. Semrau 1979

Physical Description: A 24 page paper.

Content Summary: This paper describes the first year activities of the TIME Project which is designed to provide training opportunities to regular education teachers, special educators, and administrators in order to facilitate the placement of children in the least restrictive educational setting. Training consists of six subcomponents or modules covering

(1) Impact Institute: P.L. 94-142 and Arkansas State Act 102;
(2) Aspects of Exceptionality;
(3) Educational Assessment;
(4) Educational Planning;
(5) Behavior Management; and
(6) Follow-up: Maintaining acquired skills.

This paper describes staffing, method of presentation, accomplishments, evaluation component, "slippages and spin-offs." Included in this paper are: the Attitude Toward Mainstreaming Scale (May & Fursh 1977); pre- and post-test measures of each module of inservice training; evaluation data tables; and a bibilography.

Subject Descriptors: Training Programs/Mainstreaming and Public Policy/ Characteristics of Handicapping Conditions/Individualized Educational Management/Student Assessment and Evaluation/Classroom Management, Behavior/School Wide Planning, Roles and Inservice Training

Use: This paper provides inservice planners with a description of a model used to deliver inservice training to regular educators and administrators. Planners can use this description to guide program development. The evaluation instruments that are included can be used to evaluate the effectiveness of similar inservice training programs.

Availability: Request for copies of this paper should be directed to the project director as indicated below.

Producer: Dr. Louis Semrau, Project Director
TIME Project
Arkansas State University
Division of Special Education - Box 776
State University, AR 72466

Materials: M2000

Title: Inservice Training for Puerto Rican Regular Education Teachers

Physical Description: 44 page pamphlet w/photos; 2 fliers.

Content Summary: In Spanish: Contact producer for further information.

Producer: Catholic University of Puerto Rico
College of Education
Department of Elementary Education
Special Education Office P205
Ponce PR 00731

Materials: M2001

Title: Young Wings USA

Physical Description: An 18-page magazine (bi-monthly) and a 2-page brochure.

Content Summary: Young Wings USA is a program created by the Flight Attendant Volunteer Corps to offer opportunities under professional guidance to disadvantaged children who are confined to institutions for relatively long periods of time. Activities include simulated flights, Project Postcard where cards are mailed to the children, various weekly activities, special events and the Young Wings magazine.

Subject Descriptors: Special categories: volunteer services for children.

Use: To involve flight attendant volunteers with institutionalized children.

Availability: Through distributor listed below.

Distributor: Young Wings USA Flight Attendant Volunteer Corps, Inc.
122 E. 42nd Street, Room 1725
New York, NY 10017
Attention: John Iannone
(212) 869-8837

Materials: M2002

Title: A System of Personnel Development (ASPD) a Resource Directory.

Physical Description: 175 page, pressboard bound.

Content Summary: A collection of inservice materials' descriptors for educators that includes information regarding title, author, publisher, publication date, grade level, target audience, handicap type(s), competencies, content areas, number of complete sets, running time, price and summary. The materials deal with all exceptionalities.

Subject Descriptors: Resource Directories.

Use: As a resource directory of educators or those planning inservice training dealing with special education.

Availability: Through the producer listed below.

Producer: ASPD A System of Personnel Development
Center for Educational Experimentation, Development and Evaluation
218 Lindquist Center for Measurement
University of Iowa
Iowa City, IA 52242
Attention: Lawrence M. Stolurow

Materials: 2003a

Title: Facilitator's Manual for the Sweetwater Plan - by Wiener, W.K., and Reid, J. David, August, 1980.

Physical Description: 45 pages - offset (handbook).

Content Summary: This guidebook is addressed to working with resource teachers and is designed to assist them in working with the Sweetwater Plan in their school. The Facilitator's Manual contains information regarding the development and validation of the Sweetwater Plan as well as recommendations from resource teachers who have used the plan about successful ways to implement the in-service experience.

Appendices include forms to assist the resource teacher in organizing the inservice experience; a 'Survey Form' to collect data about regular classroom teacher attitudes toward handicapped students; activity checklists and a multiple choice examination to test knowledge acquisition of participants.

Subject Descriptors: Planning a school-based in-service experience.

Use: Background reading for in-service facilitators; instructions for implementation of the Sweetwater Plan.

Availability: Through project director listed below.

Cost: $2.00 plus postage

Validation: Material has been field-tested and validated on a local sample.

Producer or Distributor: Dr. William K. Wiener, Project Director
Project TAMEC - Box 7209
Lenoir-Rhyne College
Hickory, North Carolina 28603

Materials: M2003b

Title: "Teaching the Mildly Handicapped in the Regular Class:" A Component of the Sweetwater Plan - by Reid, J. David, 1979.

Physical Description: 240 pages - offset. (Handbook)

Content Summary: This activity text is intended for use by regular classroom teachers as they participate in the Sweetwater Plan inservice experience. It includes information and activities in the form of six study units in the following areas:

1. The Mildly Handicapped: An Introduction
2. The Use of Task Analysis in Educating the Mildly Handicapped
3. The Assessment of the Mildly Handicapped
4. Writing I.E.P.s for the Mildly Handicapped
5. Developing, Selecting, and Utilizing Instructional Programs with the Mildly Handicapped
6. Methods of Increasing Academic Behavior and Decreasing Inappropriate Social Behavior

Teaching the Mildly Handicapped in the Regular Class may be used as a non-consumable text.

Instructions for using this teacher activity text are specified in the *Facilitator's Manual for the Sweetwater Plan*.

Subject Descriptors: Training Program - Instructional modules for teachers to facilitate mainstreaming.

Use: Background reading for regular classroom teachers and activities to reinforce techniques for programming for the mildly handicapped.

Availability: Contact project director.

Materials: M2003b Continued

Cost: $6.00 plus postage.

Validation: Material has been field tested and validated on a local sample.

Producer or distributor: Dr. William K. Wiener, Project Director
Project TAMEC - Box 7209
Lenoir-Rhyne College
Hickory, North Carolina 28603

Materials: 2003c

Title: Overheads for "Teaching the Mildly Handicapped in the Regular Class": A Component of the Sweetwater Plan, by Reid, J. David, 1979.

Physical Description: 67 pages - offset (supplementary materials).

Content Summary: A set of sixty-three (63) overhead masters to be used by in-service facilitators in making transparencies to aid in large group presentations of the Sweetwater Plan. The overheads amplify points in the teacher activity text, Teaching the Mildly Handicapped in the Regular Class and are arranged to align each study unit in the text.

Subject Descriptors: Supplementary materials for inservice activities.

Use: Mediational materials for large group inservice sessions to be used by inservice facilitators as they implement the Sweetwater Plan.

Availability: Contact Project Director

Cost: $2.00 plus postage

Validation: Material has been field-tested and validated on a local sample.

Producer or Distributor: Dr. William K. Wiener, Project Director
TAMEC Project - Box 7209
Lenoir-Rhyne College
Hickory, North Carolina 28603

Materials: M2004

Title: California Office of Special Education: Inservice Opportunities

Physical Description: 100 page - ringbinder with 1980 updates.

Content Summary: This resource guide is divided into three sections:

1. Awareness workshops, which are designed to provide information about a variety of topics related to special education and services.
2. Training programs which focus on the development of specific skills for participants.
3. Resources which contain descriptions of available resource materials and services that can be used for inservice training programs.

Subject Descriptors: Schoolwide Planning, Staff Development and Coordination.

Use: A resource of information for inservice training of all personnel involved in the education of individuals with exceptional needs.

Producer: State of California Department of Education
Karl E. Murray, Coordinator
Personnel Development Unit
State Education Building
721 Capitol Mall
Sacramento, CA 95814
916-322-4695

Materials: M2005

Title: Resources for Classroom Teachers.

Physical Description: 134 page 3-ring binder notebook.

Content Summary: This is a resource guide developed by Project SPECTRE (Special Education Curriculum and Training for Regular Educators). The guide is divided into the following seven components:

Section A: Basic Concerns Affecting Exceptional Children
Section B: P.L. 94-142 and its Implications
Section C: Assessment of Exceptional Children
Section D: Academic Strategies
Section E: Behavior Management Strategies
Section F: Career Education for the Handicapped
Section G: Working with Parents

Subject Descriptors: Training Program, Curriculum, Secondary Career and Vocational Education, Communication.

Use: With regular teachers of mainstreamed handicapped students.

Producer: Project Director: Edward J. Kelly Ed.D.
Chairman, Special Education Department
University of Nevada Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154

Materials: M2006

Title: What are Learning Disabilities? By Mary M. Banbury.

Physical Description: Eight page pamphlet.

Content Summary: Learning disabilities are defined, followed by brief case studies, referral guidelines, and several diagnostic-prescriptive teaching techniques. Reference materials are listed along with the names and addresses of several organizations dealing with the learning disabled.

Subject Descriptors: Characteristics of Handicapping Conditions, Teaching Techniques.

Use: A resource for teachers used to define learning disabilities.

Producer: AFT Teachers' Network for Educating the Handicapped
11 Dupont Circle NW
Washington DC 20036

Ask for item #438

Materials: M2007

Title: Resource Directory: A Guide for Educators and Parents of the Handicapped (DRAFT).

Physical Description: 150 pages soft-bound booklet

Content Summary: A collection of agency profiles for use by educators and parents of handicapped children. General and specific information regarding a particular agency is included along with a listing of services performed. A user's guide is included to facilitate use of the guide.

Subject Descriptors: Resource Directories.

Use: As a resource directory for educators and parents of the handicapped.

Producer: The University of Iowa
Center for Educational Experimentation, Development and Evaluation
218 Lindquist Center
Iowa City, Iowa 52242

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Materials: M2008

Title: Evaluation of Resources, LEA-North Kansas City School District (1980) by Myrene R. Hildebrand and Lawrence M. Stolurow.

Physical Description: Twenty page soft-bound booklet.

Content Summary: This booklet is a status report relating to a probe the Resources Task Force of the National Inservice Network made concerning the accessibility of information by LEA and other school personnel regarding matters pertinent to special education.

Subject Descriptors: Special Categories: Assessment of information accessibility; Use of Resources.

Use: As an example of one type of assessment made to determine accessibility of information.

Producer: The University of Iowa
Center for Educational Experimentation, Development and Evaluation
218 Lindquist Center
Iowa City, Iowa 52242

or

N345OH
Oakdale Campus
Oakdale, Iowa 52319

Materials: M2009

Title: CSU Conference on Secondary Education of the Handicapped: Conference Proceedings (1980) Marilyn Fender (Ed.).

Physical Description: 125 page bound booklet.

Content Summary: A collection of addresses and articles disseminated at the Conference of Secondary Education of the Handicapped, Estes Park, Colorado in May of 1980. The focus on the conference was to help educators at all levels improve the quality of education of the handicapped. Articles included teaching techniques, learning strategies, attitude modification and others.

Subject Descriptors: Secondary, Curriculum, Classroom Management, Teaching Techniques, Assessment, Communication.

Use: For all levels of educators of handicapped students as a general information resource.

Producer: Dean's Project
College of Professional Studies
Colorado State University
Ft. Collings, CO 80521

Materials: M2010

Title: Focus on Individualized Programming for the Visually Handicapped, Part II, Goals and Objectives (August 1977, Reprinted April 1980).

Physical Description: A 205 page soft-cover spiral bound book.

Content Summary: This book is designed for use as an aid in sequencing instruction and for writing goals and objectives for typing, mobility, listening skill development, social competencies, sensory stimulation and Braille.

Subject Descriptors: Individualized Educational Management; Curriculum.

Use: To be used by teacher and supervisors of visually handicapped students.

Availability: Through the distributor.

Distributor: Pennsylvania Materials Center for the Visually Handicapped
Division of the Capital Area Intermediate Unit
4400 Franklin Street
Harrisburg, PA 17111

Materials: M2011

Title: Focus on Individualized Programming for the Visually Handicapped, Part III, Goals and Objectives with Emphasis on Programming for Secondary School Students (1978).

Physical Description: 303 page, soft-cover spiral bound book.

Content Summary: This book, third of a series focusing on individualized programming for the visually handicapped, emphasizes sequencing and goal and objective writing for visually handicapped students at the secondary level. Suggestions are provided in several areas including organizational and study skills, orientation and mobility extension to the community and occupation environment, daily living skills, Braille, optacon, adaptive physical education, and prevocational and career skills.

Subject Descriptors: Individualized Educational Management, Curriculum.

Use: For use by secondary level teachers and supervisors of visually handicapped students.

Availability: Through the distributor.

Distributor: Pennsylvania Materials Center for the Visually Handicapped
Division of the Capital Area Intermediate Unit
4400 Franklin Street
Harrisburg, PA 17111

Materials: M2012

Title: Smile, Mainstreaming Resource Guide (June 1980).

Physical Description: Approximately 300 page three-ring binder resource guide.

Content Summary: This resource guide was prepared to assist regular educators in identifying materials available from the Central Pennsylvania Special Education Resource Center which are useful in developing the following ten competencies for the educator in the education of students with handicaps in the least restrictive environment:

1. Understands the legal basis for educating handicapped students in the least restrictive environment.
2. Understands the implications which handicapping conditions have for the learning process.
3. Recognizes students who may be in need of special services.
4. Makes use of appropriate resource and support services.
5. Confers with and reports to parents on educational programs for students with handicaps.
6. Facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships.
7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.
8. Assesses the educational needs of students with handicaps.
9. Modifies instructional strategies to provide for the individual needs of students with handicaps.
10. Evaluates classroom progress of students with handicaps.

Subject Descriptors: Use of resources.

Use: Resource guide for educators of the handicapped.

Availability: Through the distributor.

Distributor: Central Pennsylvania Special Education Resource Center
Division of the Capital Area Intermediate Unit
4400 Franklin Street
Harrisburg, PA 17111
(717) 564-1873

Materials: M2013

Title: Project TIME: Training for Individualized Mainstream Education.

Physical Description: 37 page loose-leaf booklet.

Content Summary: The Project TIME course for regular classroom teachers is divided into four major subject areas: 1) mainstreaming, 2) classroom management procedures for the handicapped student, 3) appropriate teaching practices for the handicapped student, and 4) an emphasis on individualized instruction. Lectures and activities are focused on practical application of the four subject areas within the teacher's own classroom.

Subject Descriptors: Training Program.

Use: As an inservice training program for regular classroom teachers.

Availability: Through the producer listed below.

Producer: Project TIME
Arizona State University
Department of Special Education
Farmer 305
Tempe, AZ 85281

Materials: M2014

Title: Project TIME: Unit I Mainstreaming, Weeks 3-5.

Physical Description: Loose-leaf standard size papers, pre-punched, suitable for three-ring notebook.

Content Summary: A timed program aimed at teachers of mainstreamed students. The information provided includes a review and uses of normative testing, a weekly evaluation form for the program, suggestions and directions for in-class activities and a series of short readings to further inform teachers of mainstreamed students about relevant issues concerning special education students.

Subject Descriptors: Schoolwide Planning, Staff Development and Coordination, Teaching Techniques.

Use: To provide educators with a resource to aid inservice training with teachers of mainstreamed special education students.

Availability: Through the producer listed below.

Producer: Arizona State University
Project TIME
Department of Special Education
Farmer 305
Tempe, AZ 85281

Materials: M2015

Title: Mainstreaming -- Sharing Ideas, Strategies, Materials, Techniques.

Physical Description: 33 page soft cover booklet.

Content Summary: A brief review of adaptive techniques, compensatory techniques, remedial techniques and developmental techniques with activities suggested for use with mainstreamed students in the regular classroom.

Subject Descriptors: Teaching Techniques.

Use: For use by regular classroom teachers of mainstreamed students or by special educators as an in-service information resource.

Availability: Through the producer. Cost - $3.00.

Producer: Jim D. Mason
Project Mainstream
Route 2 Hillside School
Cushing, OK 74023

Materials: M2016

Title: Instrument Catalog

Physical Description: Approximately 80 page soft cover, spiral bound catalog

Content Summary: The Catalog contains a listing of nearly 400 data collection instruments in use by personnel preparation programs. Characteristics of the instruments are described in the Catalog, and indices are included to assist users when selecting instruments which may be ordered for the cost of reproduction and handling. A summary critique on some criteria of technical adequacy is sent with each instrument ordered.

Subject Descriptors: Student Assessment and Evaluation, Resource Directories

Use: The Catalog is intended to serve as a resource for instrument development by practitioners in personnel preparation programs. Users should not consider the Catalog as a source of ready-to-use evaluation instruments.

Availability: Contact the producer listed below.

Producer: Evaluation Training Consortium Project
Evaluation Center
Western Michigan University
Kalamazoo, MI 49008

Materials: M2017

Title: PREP Implementation Resource Guide (Vol I). Karen Littman and Lin Leslie (1978).

Physical Description: 152 page soft cover book

Content Summary: Designed to assist in the planning and implementation of developmental preschool programs for handicapped and non-handicapped children. This volume provides step-by-step procedures for conducting the program based upon the PREP model and three years of intensive research. Included are sections on assessment; program planning and evaluation; and a special section on administering the program which deals with child identification, logistics, transportation, staffing, budget resource development and funding. In addition critical information treating with the growth and development of the preschool child, parent involvement, are all incorporated into the text.

Subject Descriptors: Early Childhood Education, Training Program.

Use: To assist the recreator in planning recreational programs for preschool handicapped children. This guide is intended for use in conjunction with the PREP Manual: Volume II, but can be used by itself. Also for use in planning for non-handicapped children.

Availability: Through the producer listed below. $6.95 if prepaid. Postage and handling will be added to all orders billed.

Distributor: Hawkins and Associates, Inc.
804 D. Street, N.E.
Washington, D.C. 20002

Materials: M2018

Title: Report No. 1: Minimum Competency Testing and Handicapped Students by James L. Linde and Kenneth R. Olsen, January 1980.

Physical Description: A fourteen page soft-cover booklet.

Content Summary: A source of basic information regarding minimum competency testing and handicapped students. A review and examination of background in terms of laws, regulations and current practices is followed by a discussion of concerns and recommendations and a summary of the overall message of the report.

Subject Descriptors: Student Assessment and Evaluation; Mainstreaming and Public Policy; The Law.

Use: To expand the awareness of special educators and related personnel as they seek to resolve the problems inherent in the inclusion of handicapped students in minimum competency based testing programs.

Distributor: Learning Resource Branch
Division of Media Services
Bureau of Education for the Handicapped

Title: PREP Manual (Vol. II). Karen Littman and Lin Leslie (1978).

Physical Description: 209 page soft cover manual. The second in a three-part series.

Content Summary: A detailed manual which provides the program content evolved from the field-tested and evaluated PREP model and addresses the motor and associative learning needs of preschool handicapped and non-handicapped children. The text deals with 27 fine and gross motor skills which have been task analyzed into three developmental levels. Illustrations describe present behavior and that to be achieved. Life experience activities are coordinated with each of the three levels to suggest instruction and practice of skills. Games, reinforcement and language activities as well as equipment for each skill are also recommended.

Subject Descriptors: Teaching Techniques, Early Childhood Education

Use: An aid for recreational leaders and instructional personnel at the preschool level for handicapped children. It may also be of use to parents and other professionals to establish and improve services for preschool handicapped and non-handicapped children.

Availability: Through distributor listed below. $10.95 if prepaid. Postage and handling will be added to all orders billed.

Distributor: Hawkins and Associates, Inc.
804 D Street, N.E.
Washington, D.C. 20002

Materials: M2020

Title: Trainer's Handbook (Vol. III) Karen Littman (1979).

Physical Description: 146 page soft cover manual.

Content Summary: A trainer's handbook which evolved from three years of comprehensive field testing and evaluation. A competency based instructional approach is presented for training providers of preschool education programs for handicapped and non-handicapped children. Included are training modules on child growth and development; goal and objective writing; planning; implementation; evaluation; and orientation to the PREP model. A final chapter is devoted to strategies and methods for conducting training programs.

Use: A training aid for providers of recreation and education services for preschool handicapped and non-handicapped children.

Availability: Through the distributor listed below. $7.95 if prepaid. All orders billed will have postage and handling added.

Distributor: Hawkins and Associates, Inc.
804 D Street, N.E.
Washington, D.C. 20002

Materials: M2021

Title: Oregon Project for Visually Impaired and Blind Preschool Children (OR Project), Donnise Brown, Vickie Simmons, Judy Methvin, (Revised Edition, 1979).

Physical Description: 350 page ring-binder.

Content Summary: The Oregon Project is a fully portable curriculum designed for use with children birth to six who are visually impaired or blind. It consists of:

1. The Manual containing instructions for using the OR Project Materials.
2. The Skills Inventory consisting of 700 behavioral statements organized into six developmental areas: Cognitive, language, self-help, socialization, fine motor and gross motor to help prepare the students for first grade. The Skills Inventory is a curriculum guide and a source of information to compose an individualized education plan.
3. The Teaching Activities consisting of activities for teaching skills in the home or classroom settings. They are designed to serve as a starting point for writing prescriptive programs in the six developmental areas.

Subject Descriptors: Curriculum

Use: A curriculum designed for use by educators of visually impaired or blind preschool children.

Availability: From distributor. Cost: $50 for complete set of OR Project Manual, Skills Inventory, Teaching Activities, plus five skills inventories. $12.50 for packets of five Skills Inventories.

Distributor: Jackson County Education Service District
101 N. Grape
Medford, OR 97501

Materials: M2022

Title: Together We Can: A Close Look at Section 504 and P.L. 94-142 (1977-78).

Physical Description: 223 page ring-binder.

Content Summary: This resource guide contains the following sections:

1. Public Law 94-142, including a compliance matrix, planning forms, and step-by-step guide for placement.
2. Section 504 including an analysis of the act, history, and some issues and answers.
3. State law and rules.
4. Individualized Educational Program including procedures, monitoring and evaluation checklist and examples of IEP formats.
5. Procedural safeguards including information on due process, privacy rights and non-discriminatory evaluation. This information is for use in assessing and understanding the impact of both P.L. 94-142 and Section 504 of the Vocational Rehabilitation Act on special education programs and services for Iowa's handicapped students.

Subject Descriptors: Mainstreaming and The Law, Individualized Educational Management.

Use: By principals and administrators to provide ready access to information on P.L. 94-142 and Section 504 of the Vocational Rehabilitation Act.

Availability: State of Iowa, Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319

Materials: M2023

Title: Post Secondary Vocational Education for the Handicapped--Policy Papers Series: Document 3. James P. Greenan (ed.). May 1980

Physical Description: 112 page soft cover book

Content Summary: This book is intended to identify and address several issues that relate to providing post-secondary vocational education services to handicapped learners. The topics and issues addressed include:

1. Legislative issues affecting post-secondary vocational education for handicapped learners
2. State planning of post-secondary vocational education for handicapped learners
3. Needs assessment in post-secondary vocational educational for handicapped learners
4. Articulation in post-secondary vocational education for handicapped learners
5. Support services in post-secondary vocational education for handicapped learners
6. Learning capacities in post-secondary vocational educational programs for handicapped learners

Subject Descriptors: Secondary Career and Vocational Education

Use: By state level leadership personnel who are interested in improving and expanding vocational education opportunities for handicapped learners

Availability: Through producer

Producer: Leadership Training Institute/Vocational and Special Education
College of Education
University of Illinois at Urbana-Champaign
James P. Greenan, Research and Development Coordinator

Materials: M2024

Title: Interagency Cooperation and Agreements - Policy Paper Series: Document 4. James P. Greenan (Ed.) May 1980

Physical Description: 75 page soft-cover book

Content Summary: This book addresses several key issues that relate to developing effective cooperation and agreements among agencies. They are:

1. State Planning for interagency cooperation
2. Training educational personnel to implement effective interagency cooperation and agreements for serving handicapped learners
3. Preparing vocational and special education personnel for working with students who have special needs.
4. Effective linkages for interagency cooperation

Subject Descriptors: Secondary, Career, and Vocational Education; Training Programs.

Use: To assist state leadership personnel in improving and expanding vocational educational opportunities for handicapped learners.

Availability: Through producer

Producer: Leadership Training Institute
Vocational and Special Education
College of Education
University of Illinois at Urbana-Champaign
James P. Greenan, Research and Development Coordinator

Materials: M2025

Title: Policy Related Problems for Delivering Vocational Education to Handicapped Learners as Perceived by State Education Agency Personnel--Policy Research and Resource Series: Document 2. James P. Greenan and L. Allen Phelps (May 1980)

Physical Description: 26 page soft cover report

Content Summary: This report is the result of a study conducted by the Leadership Training Institute/Vocational and Special Education of the University of Illinois to identify the problems for delivering vocational education to handicapped learners. It presents the baseline data which identifies and describes the policy-related problems which confront state education agency personnel. The report also provides related information and recommendations for the problems.

Subject Descriptors: Mainstreaming and the Law

Use: By state level personnel dealing with policy for the delivery of essential instruction and related services to handicapped vocational students.

Availability: Through Producer

Producer: Leadership Training Institute/Vocational and Special Education
College of Education
University of Illinois at Urbana-Champaign
James P. Greenan, Research and Development Coordinator

Materials: M2026

Title: Federal Assistance Guide for Vocational and Career Education for the Handicapped--Policy Resource and Research Series: Document 4 (May 1980), B. P. Turner, M. Vreeburg, & D. Davis.

Physical Description: 88 page soft cover book

Content Summary: This book is a compilation of information on types and extents of federal assistance available to vocational/career education and training for the handicapped. The 45 abstracts included identify the following for each:

1. Federal catalog number
2. Type of program
3. Type of assistance
4. Uses and use of restrictions
5. Eligibility requirements (applicant and beneficiary)
6. Application and award process (including award procedure and deadline
7. Assistance consideration
8. Post assistance requirements
9. Financial information
10. Program accomplishments

Subject Descriptors: Special categories: Federal Assistance Information.

Use: By prospective applicants of federal assistance for vocational/career education and training for the handicapped

Availability: Through producer

Producer: Leadership Training Institute/Vocational and Special Education
College of Education
University of Illinois at Urbana-Champaign

Materials: M2027

Title: Discrepancy Digest

Physical Description: Newsletter

Content Summary: The Discrepancy Digest, a newsletter of the Evaluation Training Consortium Project, is intended as a forum for the exchange of information about evaluation in personnel preparation programs. It contains: articles on issues in program evaluation, descriptions of evaluation efforts in personnel preparation programs, instructional articles on evaluation and information about the ETC project.

Subject Descriptors: Student Assessment and Evaluation, Newsletters

Availability: By contacting producer below.

Producer: Evaluation Training Consortium Project
Evaluation Center
Western Michigan University
Kalamazoo, MI 49008

Materials: M2028

Title: Least Restrictive Environment: MCC Inservice Training Project for Regular Classroom Teachers (Learning Styles of Special Needs Students Participant's Booklet.) Developed by Mary Jo Riddle and Patricia M. Sauter

Physical Description: 34 page spiral bound booklet

Content Summary: This booklet was created for use with the participants of a workshop concerning special needs students. The purpose of the inservice program is to familiarize regular classroom teachers with learning styles of special needs students and modification techniques for use in the classroom. Also included are a section on teaching strategies, some suggested activities for classroom use, and an annoted bibliography of related books.

Subject Descriptors: Schoolwide Planning, Staff Development and Coordination; Teaching Techniques; Resource Directories

Use: With regular classroom teachers in an inservice program

Producer: Manchester Community College
Division of Community Services
60 Bidwell St
Manchester, CT 06040
Brenda D. Briggs, Project Director

Materials: M2029

Title: Least Restrictive Environment: MCC Inservice Training Project for Regular Classroom Teachers (How to Cope with PL 94-142 in Physical Education Settings, Participant's Booklet.) Developed by Clare Albom, Connie Kolesko, Anthony Magliocco. (1979-1980)

Physical Description: c. 40 page soft cover spiral bound booklet

Content Summary: This booklet is designed for use by participants in a workshop setting to help them understand the role of the administrator in implementing PL 94-142, to define the responsibilities of physical education educators and to show them how to understand and implement an IEP as it relates to physical education. The booklet reviews PL 94-142, suggests physical education activities for the handicapped at several levels from primary through secondary and relates the activities to designing an appropriate IEP. Some of the suggested activities are detailed. A collection of sample forms are also included. The booklet concludes with a sample curriculum guide for a physical education program for the handicapped.

Subject Descriptors: Schoolwide Planning, Staff Development and Coordination; Teaching Techniques

Use: As an inservice or informational tool by regular teachers of physical education who incorporate handicapped students in their programs.

Producer: Manchester Community College
Division of Community Services
60 Bidwell St
Manchester, CT 06040
Brenda D. Briggs, Project Director

Materials: M2030

Title: Least Restrictive Environment: MCC Inservice Training Project: Learning Styles of Special Needs Students, Instructor's Booklet. Developed by Mary Jo Riddle and Patricia M. Sauter (August 1980)

Physical Description: 32 page soft cover spiral bound booklet

Content Summary: The instructor's booklet is designed to accompany the participants' booklet of the same title. It contains the pre-test and post-test keys, an introduction section on the purpose of the workshop, sections on definitions of terms, learning, teacher strategies for secondary mainstreamed students, general classroom organizational aids, activities and an annoted bibliography of related books. The main emphasis in the workshop described is on aiding regular teachers in working with handicapped students.

Subject Descriptors: Schoolwide Planning, Staff Development and Coordination; Teaching Techniques; Classroom Management

Use: For workshop instructors

Producer: Manchester Community College
Division of Community Services
60 Bidwell St
Manchester, CT 06040
Brenda D. Briggs, Project Director

Materials: M2031

Title: Directory and Program Information for the OSE Vocational/ Career Education Projects 1979-80--Policy Research and Resource Series: Document 3. May 1980.

Physical Description: 271 page soft cover spiral bound book

Content Summary: This resource directory of Office of Special Education funded projects is a collection and dissemination of information, resources, and teacher training models to help educators with delivery of vocational/career education programs for the handicapped. All abstracts are written in the standard format used by the National Inservice Network at Indiana University. Also in the publication is a list of Office of Special Education project directors, a map illustrating the geographical distribution of the projects, a section on common concerns relating to Division of Personnel Preparation Grant Development Administration, and a directory of the Division of Personnel Preparation program staff.

Subject Descriptors: Resource Directories

Use: By educators interested in reviewing federally funded special education projects in an abstract format.

Producer: Leadership Training Institute/Vocational and Special Education
College of Education
University of Illinois at Urbana-Champaign

Materials: M2032

Title: Final Report to Illinois State Board of Education: Title VI-D Parent Training Project (May 1980)

Physical Description: 34-page paper which accompanies an approximate 100 page 3-ring binder for workshop instructors

Content Summary: This paper is the final report summarizing data collected in 5 workshops throughout the state of Illinois that were conducted as a means of providing inservice for dissemination of parent workshop materials to special education personnel.

Subject Descriptors: Schoolwide Planning, Staff Development and Coordination; Training Program.

Use: By special educators responsible for disseminating information to parents

Distributor: Robert A. Henderson
Department of Special Education
University of Illinois at Urbana-Champaign

Materials: M2033

Title: Parent Rights and Responsibilities: Instructor's Manual, Compiled by the Department of Special Education, University of Illinois and the Illinois Regional Resource Center, Janice V. Schreck, William K. Schofield and William D. Bursuck (Eds.).

Physical Description: c. 185 page ring binder with a 51-page booklet entitled Law and the Handicapped Child: A Primer for Illinois Parents included.

Content Summary: The binder contains information for conducting parent workshop and begins with a detailed description of planning such parent workshops. The remaining sections include: planning and forms; program-large group; program-small group; evaluation; and a miscellaneous section including an annotated resource list.

Subject Descriptors: Training Program

Use: By educators involved in conducting workshop experiences for parents of handicapped students

Distributor: Department of Special Education
University of Illinois at Urbana-Champaign

Materials: M2034

Title: PEOPEL - Physical Educational Opportunity Program for Exceptional Handicapped Learners

Physical Description: 16 page booklet and brochure

Content Summary: Even though physical education is the only specific subject area mentioned and required in P.L. 94-142, physical education programs for the handicapped lag far behind the development of special and/or vocational education programs. Educators in the field are not being fully reached concerning the P.E. components and implications of the law. Through the Nationally Validated PEOPEL Project, a series of inservice workshops have been developed to explain the law and demonstrate its application through peer-teaching in Physical Education Opportunities for Exceptional-handicapped-Learners. PEOPEL curriculum materials and P.L. 94-142 guidelines are available to each workshop participant.

Subject Descriptors: Adaptive Physical Education

Use: By inservice trainers and educators concerned with physical education programs for handicapped children.

Producer or Distributor:
Phoenix Union High School District
Ed Long, Project Director
Larry Irmer, Coordinator
2910 North 19th Avenue
Phoenix, AZ 85015

Materials: M2035

Title: Project EASE - Environmental Approaches to Special Education (Winter 79-80)

Physical Description: 2 short papers and a 3-page newsletter

Content Summary: This group of materials includes a paper (5 pages) reporting on Project EASE which describes the project as a result of the collaboration of environmental educators and special educators responding to the needs of regular educators who are teaching mainstreamed students; a brief description of what Project EASE is and how it works; and a newsletter with related information.

Subject Descriptors: Schoolwide planning, staff development and coordintion; Classroom management; Student assessment and evaluation

Use: By educators involved with mainstreamed, handicapped students

Availability: Project EASE
Special Education Building
Murray State University
Murray, KY 42071
(502) 762-2446
Vicki Blades, Project Coordinator

Materials: M2036-2040

Title: Medical Educational Training Program. Gloria D. Eng, M.D., Project Director. Beverly Mattson, Ed.S., Project Administrator, 1979

Physical Description: A hospital-based series of seven seminars on Total Care of the Handicapped Child with systematically arranged instructional activities and materials.

Content Summary: Seven seminars sponsored by a pediatric hospital with goals to educate special education personnel on interpreting medical information, increasing the awareness and use of physical therapy and occupational therapy and nursing, and producing more effective interdisciplinary cooperation between medical and educational professionals by using the transdisciplinary approach. Seminar subjects include: Normal and abnormal neuromuscular development, Cerebral Palsy, Neurological and Neuromuscular Handicaps, Meningomyelocele, Psychological Aspects, and P.L. 94-142/Working with Parents and within a transdisciplinary Approach. Seminars include instructional activities and materials within each major area.

Subject Descriptors: Physically Handicapped, Training Teams, Characteristics of Handicapping Conditions, Communication and Human Relations, Special Categories

Use: Seven full day seminars including lectures, presentations, and live demonstration/Special educational personnel working with handicapped children including teachers, therapists, social workers, directors, nurses, recreation specialists and parents

Availability: Packet of materials with seminar outline available for $5.00/packet

Producer or Distributor: Beverly Mattson, Ed.S., Project Administrator
Medical Educational Training Program
Children's Hospital National Medical Center
111 Michigan Ave., N.W.
Washington, DC 20010

Materials: M2036

Title: Medical Educational Training Program. Seminar I -- Normal and Abnormal Neuromuscular Development (1980)

Physical Description: Twin pocket folder with enclosed loose materials

Content Summary: The folder contains the following materials:

1. "Clumsy Children: A Disorder of Perception and Motor Organization" (a reprinted article)
2. "Hand grasp" (a reprinted book chapter)
3. "Bridging the Communication Gap Between Health Professionals and Educators" (a reprinted article)
4. "Physical and Occupational Therapy" (a reprinted article)
5. "Public Law 94-142 and the Role of School Nurses in Caring for Handicapped Children" (a reprinted article)
6. "Occupational Therapy Roles and Functions in the Education of the School-based Handicapped Student" (a reprinted article)
7. "The transdisciplinary model: Implications for service delivery and personnel preparation for the severely and profoundly handicapped" (a reprinted article)
8. "Analysis of Motor Disorder in Retarded Infants and Young Children" (a reprinted article)
9. "Motor Development" (a reprinted book chapter)
10. "What are you Seeing? (a checklist for assessing neuromuscular problems)
11. A listing of normal child development in outline form.
12. Definitions of 5 principles of normal development
13. Role descriptions for an "educational coordinator."
14. A team development model
15. Glossary of related terms
16. Bibliography
17. Seminar agenda

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Materials: M2036 Continued

Subject Descriptors: Characteristics of Handicapping Conditions, Training teams, Communication and Human Relations

Use: Contains information of value for either educators or health care personnel who work with handicapped children

Distributor: Beverly Matson
METP Project Administrator
Medical Education Training Program
Childrens Hospital National Medical Center
111 Michigan Ave., N.W.
Washington, DC 20010
(202) 745-3080

Materials: M2037

Title: Medical Educational Training Program: Seminar II -- Neurological and Neuromuscular Handicaps (October 1980)

Physical Description: 2 pocket folder with enclosed loose materials

Content Summary: The folder contains the following materials:

1. Goals and objectives for the seminar
2. "The Child with Down's Syndrome (Mongolism)" (a reprint of Chapter 2, a description of the syndrome)
3. "Neurological Examination: (a reprinted article)
4. "Psychological Implications (of chronic illness)" (a reprinted book chapter)
5. "Spinal Muscular Atrophy" (a reprinted book chapter)
6. "Comprehensive Management of Duchenne Muscular Dystrophy" (a reprinted book chapter)
7. "Muscular Dystrophy in Childhood" (a reprinted article)
8. Muscular dystrophy resource sheet
9. "Practical Aspects of Anticonvulsant Therapy" (a reprinted article)
10. An Outline for a psychiatric examination of children
11. A Listing of electrodiagnostic studies in children
12. A Chart of major neuromuscular diseases
13. A Health maintenance program outline for use with those having sickle cell diseases
14. Sickle cell disease information sheet
15. Bibliography for sickle cell disease
16. Glossary of related terms
17. A Health team development team model
18. A Program evaluation form
19. A Seminar Agenda

Materials: M2037 Continued

Subject Descriptors: Characteristics of Handicapping Conditions, Training teams, Communication and Human Relations

Use: Contains information of value for either educators or health care personnel who work with handicapped children

Distributor: Beverly Matson, METP Project Administrator
Medical Educational Training Program
Childrens Hospital National Medical Center
111 Michigan Ave., N.W.
Washington, DC 20010
(202) 745-3080

Materials: M2038

Title: Medical Educational Training Program: Seminar III -- Cerebral Palsy (November 1980)

Physical Description: Twin-pocket folder with enclosed loose materials

Content Summary: The folder contains the following materials:

1. Table of contents
2. Seminar goals and objectives
3. General information sheet of cerebral palsy
4. "How to Tell if a Baby has Cerebral Palsy . . . And What to Tell his Parents When He Does" (a reprinted article)
5. "Motor Development, Its Effect on General Development and Application to the Treatment of Cerebral Palsy" (a reprinted article)
6. "Cerebral Palsy: A Pediatric Developmentalist's Overview" (a reprinted article)
7. An Outline of etiologic classifications of cerebral palsy
8. "What You Should Know about Cerebral Palsy" (a reprinted article)
9. "Behavior Modification in the Treatment of Children with Cerebral Palsy" (a reprinted article)
10. "Coping Styles of 34 Adolescents with Cerebral Palsy" (a reprinted article)
11. "The Cerebral Palsy Child in the Classroom" (some information and suggestions for educators)
12. "Lifting, Carrying and Transfer" (a reprinted article)
13. "The Inter-relationship of Speech Therapy and Physiotherapy in Children with Neurodevelopmental Disorders" (a reprinted article)
14. "Relationship of Neuromotor, sensorimotor, and perceptual motor development to self-care function" (a reprinted book chapter)

Materials: M2038 Continued

15. Listing of guidelines for a motor assessment of a child with a neurological deficit
16. Bibliography of information related to cerebral palsy
17. Glossary of terms
18. List of resources for related information
19. List of readings on non-speech communication and related topics
20. Description of some team development models

Subject Descriptors: Characteristics of Handicapping Conditions, Training teams, Communication and Human Relations

Use: Contains information of value for either educators or health care personnel who work with handicapped children

Distributor: Beverly Matson, METP Project Administrator
Medical Educational Training Program
Children's Hospital National Medical Center
111 Michigan Ave., N.W.
Washington, DC 20010
(202) 745-3080

Materials: M2039

Title: Medical Educational Training Program: Seminar IV-Meningomyelocele (January 1981)

Physical Description: Twin-pocket folder with enclosed loose materials

Content Summary: The folder contains the following materials:

1. Seminar agenda
2. Seminar table of contents
3. Seminar goals and objectives
4. Genetic aspects of meningomyelocele in an outline form
5. "The Teacher and the Child with Spinal Bifida" (a pamphlet)
6. "The Child with Spinal Bifida" (a booklet)
7. "Spina Bifida Clinic" (a brochure)
8. "Comprehensive Management in the Child with Spinal Bifida" (a reprinted article)
9. "The Operative Treatment of Myelomeningocele Spinal Deformity" (a reprinted article)
10. "Hand Function in Children with Myelomeningocele" (a reprinted article)
11. "Perceptual and Linguistic Performance of Spina Bifida-Hydrocephalic Children" (a reprinted article)
12. "Adolescents with Myelodysplasia: Impact of Physical Disability on Emotional Maturation" (a reprinted article)
13. Outline of major learning problems exhibited by spinal bifida children
14. Glossary of related terms
15. Bibliography for spina bifida
16. Bibliography for learning problems in meningomyelocele children
17. "Treatment of Hydrocephalus" (a reprinted article)

18. Home care instructions for ventriculo-peritoneal and ventriculo-atrial shunts

19. "Neurogenic Bladder Management" (a reprinted article)

20. "Even Children can Learn to do Clean Self-Catheterization" (a reprinted article)

21. Bowel management program description

22. Team development model

23. Course evaluation

24. Miscellaneous related materials

Subject Descriptors: Characteristics of Handicapping Conditions, Training teams, Communication and Human Relations

Use: Contains information of value for either educators or health care personnel who work with handicapped children.

Distributor: Beverly Matson, METP Project Administrator
Medical Educational Training Program
Children's Hospital National Medical Center
111 Michigan Ave., N.W.
Washington, DC 20010
(202) 745-3080

Materials: M2040

Title: Medical Educational Training Program: Seminar VI -- Phychological Aspects of Handicapping Conditions (March 1981)

Physical Description: Folder containing various information, brochures, reprints and pamphlets

Content Summary: Items included in the folder are:

1. "Art Therapy" (a group of brochures)
2. "Feelings and Their Medical Significance" (a brochure)
3. "Public Health Currents" (a brochure)
4. "Chronic Sorrow: A response to having a handicapped child" (a reprinted article)
5. "Mourning and the Birth of a Defective Child" (a reprinted article)
6. "Counseling with Parents" (a reprinted book chapter)
7. An annotated bibliography of related books
8. A bibliography of related books
9. "Coping with Impaired Health in Mid-Childhood" (a reprinted book chapter)
10. "The Judged, Not the Judges: An Insider's View of Mental Retardation" (a reprinted article)
11. "Prescriptive Interventions for Exceptional Children" (a reprinted article)
12. Miscellaneous seminar information, agenda and the like

Subject Descriptors: Characteristics of Handicapping Conditions, Training teams, Communication and Human Relations

Use: Contains information of value for either educators or health care personnel who work with handicapped children

Distributor: Beverly Matson, METP Project Administrator
Medical Educational Training Program
Children's Hospital National Medical Center
111 Michigan Ave., N.W.
Washington, DC 20010
(202) 745-3080

Materials: M2040a

Title: Medical Educational Training Program: Seminar VII--P.L. 94-142/Working with Parents and Within a Transdisciplinary Approach

Physical Description: Folder containing various information, reprints

Content Summary: Items included in the folder are:

1. "Parents Powerful and Necessary Allies" (a reprinted chapter)
2. "The Mirror Model of Parental Involvement" (a reprinted article)
3. "What Parents of the Learning Disabled Really Want from Professionals" (a reprinted article)
4. "Bridging the Parent Professional Communication Gap" (a reprinted chapter)
5. "Public Law 94-142: Mandated Partnerships" (a reprinted article)
6. "Are You a Teacher Who..." (a reprinted chapter)
7. Suggestions for Effective Conferences
8. Concept of Change
9. The Transdisciplinary Process: A Summarization
10. Bibliography
11. Team Development Module
12. Course Evaluation
13. Assignment - Use of METP Handouts and Lecture Notes

Subject Descriptors: Characteristics of Handicapping Conditions, Training teams, Communication and Human Relations

Use: Contains information of value for either educators or health care personnel who work with handicapped children

Materials: M2040a continued

Distributor: Beverly Matson, METP Project Administrator
Medical Educational Training Program
Children's Hospital National Medical Center
111 Michigan Ave., N.W.
Washington, D.C. 20010
(202) 745-3080

Materials: M2041

Title: Resource Notebook for School In-Service Coordinators for Main-Streaming (1980)

Physical Description: c. 250-pages in a ring-binder with 6 sections

Content Summary: The handbook for school inservice coordinators for mainstreaming contains the following sections:

I. Mainstreaming: What It Is and What It Isn't

II. Background and Public Policy for Mainstreaming

III. Status of Mainstreaming

IV. Process and Strategies for Mainstreaming

V. Mainstreaming Challenges: Illustrative Cases

VI. Inservice Training for Mainstreaming

Subject Descriptors: Mainstreaming and The Law; Schoolwide Planning, Staff Development and Coordination

Use: By school inservice coordinators for mainstreaming

Distributor: Montgomery County Public Schools
Office of Continuum Education, Department of Interagency Programs, Inservice Training Unit
Rockville, MD
c/o Dr. Stan Fagan

Materials: M2042

Title: I Used to Could Spell Wedn-Wenes-Wensday. Barbara Caldwell, Elaine G. Schooley and Linda R. Thomas

Physical Description: 177 pages, soft cover book

Content Summary: This book is a resource of teacher and student made materials designed for use with secondary (grades 6-12) learning disabled students. Subject areas covered include: language arts, life skills, math, reading and social studies. This handbook includes both individual and small and large group activities, verbal activities, written activities, games, etc. Unique approaches to teaching a variety of subject matter are described including materials needed, procedures, examples and variations of each.

Subject Descriptors: Use of Resources; Secondary, Career and Vocational Education

Use: Resource material to supplement workshops and training programs for secondary learning disability teachers

Availability: Cost: $6.00 through distributor

Distributor: Oklahoma Child Service Demonstration Center
RR 3, Hillside School
Cushing, OK 74023
(918) 225-4711
Deborah A. Murphy, Director

Materials: M2043

Title: Multi-Media Materials Catalogue (Secondary Level, Grades 7-12)
Fifth Edition-Oklahoma Child Service Demonstration Center

Physical Description: 146 pages, soft bound manual

Content Summary: The materials in this catalogue were selected to fit the needs of the Title VI-G Secondary Learning Disabilities Project in Oklahoma. This catalogue is divided into (16) sixteen sections including: 1) reading, 2) math, 3) language arts, 4) science, 5) social studies, 6) economics, 7) vocational education, 8) study skills, 9) affective domain, 10) games, 11) professional materials, 12) tests, 13) periodicals, 14) equipment, 15) publisher's index and 16) title index. Each section offers a complete index, broken down into subtopics. Book and material descriptions include content, use, price range and producer or distributor.

Subject Descriptors: Secondary, Career and Vocational Education, Resource Directory, Curriculum

Use: To provide assistance for those learning disability personnel at the secondary (grades 7-12) level in need of a sourcebook of curriculum materials

Availability: Cost $7.50 through distributor.

Distributor: Oklahoma Child Service Demonstration Center
RR 3, Hillside School
Cushing, OK 74023
(918) 225-1882

Materials: M2044

Title: The Key to Effective Inservice: Building Teacher-Teacher Collaboration. David W. Johnson and Roger T. Johnson

Physical Description: 14 page Xerox copy from The Developer, 1980

Content Summary: This paper suggests some reasons why most lecture-entertainment-individual inservice programs are ineffective. It suggests that the quality of the teacher-teacher interaction during and following the inservice will determine the overall success of a program. A brief review of research evidence concerning the efficacy of teaching teachers in small collaborative teams or as individuals is covered and procedures for structuring cooperative activities are summarized.

Subject Descriptors: Training Programs

Use: Resource for program planning of inservice training

Distributor: David and Roger Johnson
330 Burton Hall
University of Minnesota
Minneapolis, MN 55455

Materials: M2045

Title: The Evaluation of Inservice Programs for Special Education: A Handbook. James Everett, Ed. (1979)

Physical Description: 57 page Xerox

Content Summary: This resource is a collection of four views of the evaluation of inservice impact including impact on participants, children, parents and others, schools and other agencies, and on inservice delivery systems. The second section of the paper concerns itself with evaluation questions and measures for assessing the impact of inservice training in special education. General comments are made as to how evaluation questions might be addressed. Existing measures are identified for each suggested question along with information on how to obtain the measures or more detail regarding them.

Subject Descriptors: Training Program

Use: Resource for evaluating the impact of inservice training on special education target groups (e.g., participants, children, parents and others, schools and other agencies, and on inservice delivery systems)

Availability: James Everett, Ed.
Project Outreach
Department of Special Education
University of New Mexico
Albuquerque, NM

Materials: M2046

Title: Helping Teachers Become Inservice Facilitators: A Training Program to Develop School Based Inservice Planning Teams. Mary Alice Wilson (ed.). Revised July 1979

Physical Description: c. 200 page ring-bound soft cover manual

Content Summary: The manual is divided into 11 sections.

Section A - contains excerpts from 3 final reports from training workshops as an introduction to the programs and to offer some insight into the practical problems of putting philosophic assumptions into practice.

Section B - A chronological presentation of the inservice training workshops given in 1979.

Section C - Some ways of analyzing forces aiding or hindering the development of an inservice program and ways of setting action goals.

Section D - Ways of conducting a needs assessment using a variety of procedures and data sources.

Section E - Contains means of locating and using resources that are appropriate to the needs of the group.

Section F - Suggestions for developing and maintaining a school district inservice training team .

Section G - A variety of strategies to guide and maintain two-way communication channels between the inservice training team(s) and school(s).

Section H - Suggestion for planning, conducting and evaluating workshops. Also, a bibliography of useful books.

Section I - Ways of developing and maintaining political support by showing how teams can present their inservice programs successfully.

Section J - An articulation of the philosophy underlying a successful inservice program. Also includes a bibliography of books on inservice theory and an annotated bibliography of books on processes and practices for staff development.

Materials: M2047

Title: Modules for Inservice Training of Regular Education Personnel, Michael Friedl (Ed.) 1980.

Physical Description: A 12 unit pressboard binder module

Content Summary: These modules were developed and used to provide project participants (Personnel Training to Facilitate Mainstreaming) with the competencies necessary to interact effectively and successfully with the handicapped, and to implement the mandates of P.L. 94-142 to the best of their abilities. Module content was identified through a review of the literature and current trends in personnel training. The modules/units included in this series are as follows:

Unit 1 - Attitudes Toward the Handicapped
Unit 2 - Services for the Handicapped
Unit 3 - Legislation and Litigation
Unit 4 - Decisions Based on the Placement Staffing
Unit 5 - Task Analysis
Unit 6 - Teaching Skills Through the Use of Consequential Events
Unit 7 - Selected Approaches to Assessment
Unit 8 - Individualized Educational Program (IEP) Development
Unit 9 - Good Teaching Practices
Unit 10 - Discrimination and Concepts
Unit 11 - Functional Analysis
Unit 12 - Financing the Education of Exceptional Children

Subject Descriptor: Training Program

Use: By regular educational personnel to help meet competencies needed to effectively work with handicapped children

Producer or Distributor: Jackson County Education Service District
Medford, OR

Subject Descriptors: Training Program

Use: The handbook is designed for use as the training packet for inservice facilitators' training workshops. It may also be useful to help individuals interested in exploring new approaches to inservice in their own area of specialization.

Availability: Cost: $17.00 through producer

Producer: Hampshire Educational Collaborative
127 Russell St
Hadley, MA 01035

Materials: M2048

Title: Needs Assessment Activities and Inservice Training Needs Reported by NIN Projects

Physical Description: Seven-page report

Content Summary: This report summarizes the information furnished by the 31 National Inservice Network projects related to how they do needs assessment and what needs have been identified for their target populations.

Subject Descriptors: Needs Assessment Techniques/Inservice Training Needs

Use: Provide overview of 31 National Inservice Network projects

Availability: To obtain copies of the report, contact Odessa Cave, Educational Specialist, Needs Assessment Project, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Producer: Sharon Davis, Chairperson
Training Needs Assessment Task Force NIN
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Materials: M2049

Title: P. L. 94-142 Needs Assessment and Inservice Training Activities of National Education Associations

Physical Description: 14 page paper

Content Summary: This paper presents a description of the information gathered from nine national educational associations pertaining to the inservice training activities of their personnel. Focus is placed on: (1) the method(s) for determining inservice training needs of their members, (2) the training needs of the members and, (3) the inservice training that has been provided to assist their members with the implementation of P. L. 94-142.

Subject Descriptors: Needs Assessment Methodologies/Training Needs/ Inservice Training

Use: Provide an overview of how some national education associations are determining the needs of their constituents and meeting those needs.

Availability: To obtain copies of this paper, contact Odessa Cave, Educational Specialist, Needs Assessment Project, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Producer: Sharon Davis, former Director of Needs Assessment Project
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Materials: M2050

Title: Needs Assessment for Inservice Education: Building Local Programs.

Physical Description: 60 pages, soft cover

Content Summary: This monograph was written to help increase the local capacity of educators to conduct needs assessment in order to gather information for effective inservice education programs.

Subject Descriptors: Self Diganosis,State of the Art,Planning and Conducting,Good Practices,Critical Issues and Persistent Problems,Benefits

Use: Conducting Needs Assessment

Availability: A single copy can be obtained free through the ERIC Clearinghouse on Handicapped and Gifted Children,
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Producer: The Training Needs Assessment Task Force

Materials: M2051

Title: Language, Speech and Hearing Handicaps: Identification and Classroom Management

Physical Description: One-half inch video cassette (we may be able to offer size options at a later date)

Content Summary: Discussion of identifying characteristics, evaluation tools, and classroom management techniques for the language, speech and hearing handicapped child.

Subject Descriptors: Characteristics of handicapping conditions, Teaching Techniques

Use: Inservice instruction for the regular educator (some special education personnel may find it helpful)

Availability: This product will not be available until late 1981 or early 1982. Cost not yet determined. Inquiries should be directed to the address below.

Producer: Joan McMahon, Inservice Unit
Program in Speech and Hearing Sciences
Portland State University
P.O. Box 751
Portland, OR 97201

Materials: M2052

Title: "Arts for the Handicapped: New Directions," Randy Routon, 1980

Physical Description: Slide-type (Synchronized 12 minute presentation)

Content Summary: This slide-tape presentation was developed to increase awareness of the values and possibilities for art, music, drama, and dance experiences by handicapped persons. Selected legislation and existing programs are reviewed.

Subject Descriptors: Characteristics of Handicapping Conditions, Teaching Techniques, Curriculum, Communication and human relations

Use: Attitude development, Resource identification. Target Audiences: parents, regular arts educators, special education personnel, rehabilitation staff, school administrators

Availability: Contact producer (below)

Producer: Randy Routon, Project Coordinator
Arts for the Handicapped Inservice Training
Box 23717
TWU Station
Denton, TX 76204

Materials: M2053

Title: "TWU Inservice Training Folders" Randy Routon

Physical Description: Folder with inserts

Content Summary: Basic materials/modules, approximately 3 pages each for inservice participants in Arts for handicapped training. Included are: (1) information on arts organizations and agencies serving the handicapped, (2) recommended bibliography of published materials and (3) information on consulting/inservice by TWU Arts team.

Subject Descriptors: Characteristics of handicapping conditions; Schoolwide planning, roles and inservice training; Classroom management; Curriculum; Communication and human relations; Resource directories

Use: Resource guide. Target audience: administrators, regular arts educators, special educators, parents, rehabilitation staff, resource specialists

Availability: Contact producer

Producer: Randy Routon, Coordinator
Arts for the Handicapped Inservice Training
Box 23717
TWU Station
Denton, TX 76204

Materials: M2054

Title: "Arts for Handicapped Training Series" Randy Routon, ed. (1978-1980)

Content Summary: Series of modules for trainers of teachers in areas of art, music, dance, and drama for handicapped children and youth. Content areas such as: Sparking Creativity; Dance for Reinforcing Academics; Starting a Music Program; Drama for Language Development, etc.

Subject descriptors: Characteristics of handicapping conditions; Individual Educational management; Schoolwide planning, roles and inservice training; Curriculum; Training programs

Use: Inservice planning guide for sessions in the arts. Target Audiences: inservice trainers of parents, regular arts educators, special education personnel, rehabilitation staff

Availability: Contact producer

Producer: Randy Routon, Coordinator
Arts for the Handicapped Inservice Training
Box 23717
TWU Station
Denton, TX 76204

Materials: M2055

Title: Together We Can, State Department of Public Instruction, 1977-1978

Physical Description: Handbook, 279 pages, soft cover, 3 ring binder

Content Summary: Readily available resource containing:

1. P. L. 94-142
2. Federal Regulations to implement P. L. 94-142
3. Federal Regulations pertaining to Learning Disabilities
4. Planning forms
5. From Identification Through Placement
6. Section 504 & Analysis
7. Complaint procedures
8. State Laws and Rules
9. IEP
10. Procedural Safeguards
11. Resource List

Subject Descriptors: Mainstreaming and Public Policy; Individualized Educational Management

Use: Use with one day inservice to school administrators and subsequent reference in the local district.

Availability: Out of print.

Producer: Iowa State Department of Public Instruction

Materials: M2056

Title: Self-Selected, Trimodal Mainstreaming Seminars

Physical Description: Handbook of Resource Materials Pertinent to Each of the Eleven Mainstreaming Competencies Identified by the California Commission for Teacher Preparation and Licensing. Preliminary Product of 150 pages.

Content Summary: This project addresses the content needs of regular education teachers of the eleven mainstream competencies identified by the California Commission for Teacher Preparation and Licensing now required in college preservice training programs for future teachers. The Trimodal Seminars are responsive to teachers' content needs, preferred learning style, preferred mode of evaluation. The individualized program of instruction and the degree of intensity are chosen by the participants. The three levels of instruction are: 1) the introductory level, The Mainstream Classroom Approach Seminar consists of workshops at local schools to provide an overview of mainstreaming techniques, children's needs, and teacher learning styles. 2) The intermediate level consists of attendance of the on-going self-selected seminars. In depth training in the methods and techniqes mentioned in the introductory level will be provided. 3) The intensive level consists of the summer individualized workshop and augmentation provided throughout the academic year by classroom visits by the Project Director and by Specialty Team Members. In this manner, the teachers' progress and use of new information would be followed and additional aid would be given to help them implement mainstreaming techniques.

Subject Descriptors: Teaching Techniques, Classroom Management, Training Program

Use: Three levels of training are offered. The degree of intensity will be chosen by the participants. Graduate credit can be earned by the teacher-participants at the rate of one semester hour per fifteen hours of inservice training.

Producer or Distributor: Helen Linda DesMarais, Project Director,
Self-Selected, Trimodal Mainstreaming Seminars
Pomona Unified Schools
800 S. Garey Ave.
Pomona, CA 91767

Materials: M2057

Title: Educating Students in the Least Restrictive Environment. Series IV: Communication Skills and Series V: Legal, Philosophical, and Social Issues: Implications for Handicapped Students

Physical Description: 270 page soft cover instructional guide. The fourth and fifth guide of a five part series.

Content Summary: Series IV: Focus is on the individual and his or her relations to self and others. It provides activities to increase understanding of self, communication skills and human behavior. Series V discusses the legal implications of educating handicapped children including the teacher's responsibilities. The influence of historical, social, ethnic, attitudinal, environmental and political factors are examined in regard to educating handicapped children. Priorities for services and policies are also presented.

Subject Descriptors: Training programs

Use: Pre-service program can be used to develop on-site inservice training leading to the fulfillment of certificate requirements. Instructor needed.

Availability: Series IV & V @ $5.50 plus postage and handling is available through distributor listed below.

Distributor: Attn: Marion Hawks
Kansas Union Book Store
University of Kansas
Lawrence, KS 66045
(913) 864-4640

Materials: M2058

Title: Survey of Terminology: Mainstreaming and Handicapping Conditions, Dr. Gayle M. Clapp, 1979.

Physical Description: 4 pages

Content Summary: This instrument is a test of knowledge about mainstreaming and handicapping conditions. The instrument contains thirty-six items each scored with an equal weight of one point. The survey is divided into the following four sections: 1) matching terms to definitions (10 items); 2) pairs of "BETTER" statements (5 items); 3) fill-in-the-blank with the appropriate word (10 items); and 4) fill-in-the-blank by inserting the letter which represents the correct term listed above the statements (11 items). Survey items are related to P. L. 94-142, Ohio state law, defining or identifying handicapping conditions. The survey was designed particularly to test the knowledge of early childhood teachers but could be easily adapted for other levels of teachers. The instrument has been pilot tested.

Subject Descriptors: Assessment, Knowledge, Mainstreaming, Handicapped, Early Childhood Teachers

Use: Pre-post-testing of teacher knowledge about mainstreaming and handicapping conditions

Availability: On request for cost of duplication from:

Dr. Gayle Clapp
Department of Home Economics and Consumer Sciences
Miami University
Oxford, OH 45056
(513) 529-4701

Specific written requests must be made if any adaptations are to be made to this instrument.

Materials: M2059

Title: "Integration" Opinionaire, Dr. Gayle Clapp, Dr. Nancy A. Carlson and the PATHWAYS staff of the Institute for Family and Child Study, Michigan State University (1979)

Physical Description: 3 pages

Content Summary: A 30 item opinionaire used to determine a person's attitudes toward mainstreaming or the placement of handicapped children in educational programs for typical children. The instrument contains both positive and negative statements about mainstreaming which are rated using a five-point Likert-type response format of strongly agree, agree, disagree, strongly disagree and undecided. A Varimax Rotated Factor Analysis of pilot data from more than 150 early childhood teachers yielded the following three reliable attitude scales: 1) support for educational alternatives, 2) benefits of mainstreaming, and 3) skepticism about mainstreaming. The Alpha Reliability Coefficient for each of the scales was .90, .73, and .75 respectively.

Subject Descriptors: Teacher Attitudes, Mainstreaming, Evaluation (Assessment)

Use: Evaluation of Teacher attitudes regarding mainstreaming

Availability: By request from:
Dr. Gayle Clapp
Department of Home Economics
and Consumer Sciences
Miami University
Oxford, OH 45056
(513) 529-4701

Materials: M2060

Title: Teacher Resource Manual

Physical Description: Notebook format

Content Summary: Teacher Training Manual is a practical resource for educators which provides a condensed, readily usable reference. It is a means for securing a segment of information for immediate application in meeting teacher needs as compared to researching many sources. The format is derived from the objectives with each objective becoming a separate division in the manual. The notebook format is chosen in order to add new and pertinent information as it becomes available, thus the divisions are paginated separatedly.

Subject Descriptors: Mainstreaming and public policy, Characteristics of handicapping conditions, Use of resources, Training program

Use: Teaching training for regular teachers with handicapped learners who are "mainstreamed."

Availability: Not printed - available at cost of duplication from producer

Producer: James T. Mancill
Region XIX Education Service Center
P.O. Box 10716
6611 Boeing Dr.
El Paso, TX 79907

Materials: M2061

Title: Kim: The gifted Child in the Regular Classroom

Physical Description: 33-page booklet

Content Summary: Describes the characteristics of gifted children, the identification and assessment of special learning needs, and teaching strategies and available resources.

Subject Descriptors: Characteristics of Handicapping Conditions, Teaching Techniques, Assessment/Evaluation of Students

Use: Use for regular education personnel, teacher inservice, parents

Availability: From producer

Producer or Distributor: Kids Come in Special Flavors Co.
Box 562
Forest Park Station
Dayton, OH 45405

Materials: M2062

Title: Teaching Children Who Learn Differently

Physical Description: Soft-bound, 8½ x 11, 330 pages, 1978

Content Summary: A publication designed for teachers to plan for handicapped children in their regular classroom. It includes all academic areas to help the teachers and/or administrators become diagnostic-prescriptive teachers. This includes history, evaluation, preparing a plan, materials and methods. It is designed primarily for helping learning disabled children.

Subject Descriptors: Individual Education Management; Classroom Management

Availability: OCE Bookstore
Monmouth, OR 97361

Producer: Oregon College of Education
Monmouth, OR 97361

Materials: M2063

Title: Project EASE, "Environmental Approaches to Special Education:" Inservice Manual

Physical Description: 350 pages, 8½ x 11, paperback

Content Summary: The Project EASE inservice manual has been designed for use by educators in implementing inservice plans in their local school systems. Included in the manual are descriptions of sessions and activities, copies of hand-outs, descriptions of evaluation tools and bibliographies of materials used in Project EASE institutes and workshops.

Subject Descriptors: Mainstreaming and the Law; Characteristics of Handicapping Conditions; Use of Resources; Individual Education Management; Teaching Techniques; Classroom Management; Assessment/Evaluation of Students; Communication

Use: Facilitators guide for inservice programs. Facilitators guide for use in preservice classes, K-12 classes, community programs (Selected activities are appropriate)

Availability: Available for the cost of printing - $4.00 per manual

Distributor: BEH Inservice
Project EASE
Department of Special Education
Murray State University
Murray, KY 42071

Materials: M2064

Title: Support Materials for the Dissemination of Personnel Preparation Practices

Physical Description: Series of brief (under 10 pages) guides

Content Summary: Guides to the various tasks involved in disseminating and replicating personnel preparation practices. Some materials are in development. The following are complete as of January 1981:

1. "The Developer as Change Agent" explains the concepts in depth.
2. "Side-by-Side Assistance to Personnel Preparation" outlines the tasks involved.
3. "Demonstrating the Effects of Personnel Preparation Practices" offers suggestions and examples.
4. "Improving the Replicability of Personnel Preparation Practices" gives suggestions and examples.
5. "An Annotated List of Dissemination Resources."

Subject Descriptors: Dissemination

Use: To aid developers of personnel preparation programs to disseminate their effective practices.

Availability: Free from the producer

Producer: Charles MacArthur, DISSEMIN/ACTION
3705 South George Mason Drive
Suite C-4 South
Falls Church, Virginia 22041
(703) 931-4420

Materials: M2065

Title: Personnel Preparation COUNTERPOINT

Physical Description: newspaper format, published twice a year

Content Summary: COUNTERPOINT contains articles on programs and issues in the field of special education with an emphasis on personnel preparation. Innovative programs are described and current issues discussed in order to stimulate communication and networking in the field. Current circulation is approximately 20,000.

Subject Descriptors: Newsletters

Use: Of interest to all individuals involved in the education of handicapped children.

Availability: Can be obtained free by writing to the address below.

Producer: Dissemin/Action
3705 South George Mason Drive
Suite C-4 South
Falls Church, VA 22041
(703) 931-4420

Materials: M2066

Title: Network/Resource Exchange Booklets

Physical Description: 10 - 15 page booklets

Content Summary: Includes people and projects in a given field or geographic area together with the materials, services, and skills that they have to offer and that they are looking for. The following are complete as of January 1981:

1. The Vocational Education for the Handicapped Network/Resource Exchange.
2. The North Carolina Personnel Preparation Network/Resource Exchange
3. Texas UI-D Network/Resource Exchange
4. Capital Area School Development Association (N.Y.) Personnel preparation Network/Resource Exchange
5. Bilingual Special Education Network/Resource Fxchange
6. Illinois Personnel Preparation Network/Resource Exchange
7. Nebraska Personnel Preparation Network/Resource Exchange

Subject Descriptors: Resource directories

Use: For networking and sharing of materials, services, and skills among people working on similar projects.

Availability: These booklets and others in development are available from producer. Dissemin/Action is also available to conduct networking workshops.

Producer or Distributor: DISSEMIN/ACTION
3705 South George Mason Drive
Suite C-4 South
Falls Church, VA 22041
(703) 931-4420

Materials: M2067

Title: Prospectuses of Replicable Personnel Preparation Practices

Physical Description: 15 page booklets

Content Summary: Each prospectus concisely describes a practice to potential adopters. Prospectus includes overview, summary of effectiveness, and answers to adopters' concerns about goals, methods, staff, resources, administration, evaluation, and costs. Materials, training, and support provided by the developer to adopters are outlined:

1. TREK - Training Regular Educators with Exceptional Kids.
2. Parents Train Parents (PACER).
3. KIDS - Keys to Introducing Disabilities in Schools.

Subject Descriptors: Training Program

Use: For use by potential adopters in deciding whether a practice fits their needs, setting, and budget.

Availability: Draft or final versions available from Dissemin/Action and from individual programs.

Producer or Distributor: DISSEMIN/ACTION
3705 South George Mason Drive
Suite C-4 South
Falls Church, VA 22041
(703) 931-4420

Materials: M2068

Title: Regular Educator's Inservice Training

Physical Description: Project summary/description/video-tape

Content Summary: Report describes the implementation and effectiveness of a model inservice project based on communication and cooperation among the university, instructional resource centers, and local education agencies; designed to prepare regular education teachers, administrators, supervisors, and support personnel for working with handicapped students. Included are descriptions of the following necessary program components: 1) liaison model-primary communication link; 2) needs assessment--necessity, types, effectiveness, use; 3) planning and implementation--securing resources, personnel, format, incentives; 4) evaluation--necessity, types, effectiveness, use. Video-tape provides overview of needs assessment--definition, general process--demonstration of nominal group technique, use and application of data.

Subject Descriptors: Schoolwide Planning, Roles and Inservice Training

Use: Universities and local agencies providing technical assistance and inservice programming.

Availability: Contact Producer (below)

Producer: Department of Special Education
Bowling Green State University
Bowling Green, Ohio 43403

Materials: M2069

Title: A Review of Selected Inservice Training Components of States 1979-80 Annual Program Plans

Physical Description: 52 pages, soft-cover

Content Summary: This study reviews the inservice training section of states' 1979-80 annual program plans for P.L.94-142 and assesses how states are addressing training needs of their personnel. The report presents information pertaining to eight selected components of the inservice training plan: Needs Assessment Methodologies, Priority Areas of Training, Target Population (Personnel Groups to Receive Training), Training Delivery (Strategies/Formats, Staff Sources), Incentives Offered to Participants, Funding Sources, Dissemination Methodologies, Evaluation Model for Determining Effectiveness of Training. Wherever possible, comparisons are made with the earlier review by this project, A Review of Selected Inservice Training Components of States 1978-79 Annual Program Plans.

Subject Descriptors: Inservice Training Components of States Plans

Use: Writing State Annual Program Plans, Planning Inservice Training.

Availability: A single copy can be obtained free through the Council for Exceptional Children as long as supply lasts.

Producer or Distributor: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Materials: M2070

Title: A Project to Train School Administrators to Assist in the Development and Implementation of IEPs for Handicapped Students

Physical Description: 2 slide/sound presentations ("The Principal's Role in Educating Handicapped Students" and "What Is a Good IEP?"), Individualized Education Programs: A Handbook for the School Principal, overhead transparencies, and printed handouts

Content Summary: Training, printed materials, and technical assistance were developed and provided to school administrators and other supervisory personnel in Utah to enable them to more effectively and efficiently contribute to the development and implementation of IFPs for handicapped children. Training topics included: time and paperwork management procedures, suggestions for facilitating mainstreaming, legal aspects of special education programs, the administrator's role in the IEP development, getting the most "mileage" out of special education programs, and developing positive staff and student attitudes toward handicapped students.

Subject Descriptors: Mainstreaming and Public Policy, Individualized Educational Management

Use: For inservice to principals, ancillary personnel, and special education administrators

Availability: currently available (at cost of reproduction)

Producer or distributor: Department of Special Education,
UMC 65
Utah State University
Logan, UT 84322

Materials: M2071

Title: Communication Disorders: Identification and Classroom Integration; Speech-Language Pathologists: Our Role in Vermont; Normal Speech and Language Development

Physical Description: A series of 3 brochures

Content Summary: "Communication Disorders: Identification and Classroom Integration:" defines a communication disorder and describes 5 major types of disorders. Characteristics of these disorders are identified. Ways in which to adjust classroom activities to encourage growth of communicative skills are also described. "Speech-Language Pathologists: Our Role in Vermont:" describes varied responsibilities of speech-language pathologists. Emphasis on function and duties in the public schools. "Normal Speech and Language Development:" reviews normal sequences of development for vocabulary, language, articulation and fluency. Lists guidelines for stimulating communicative growth.

Subject Descriptors: Characteristics of Handicapping conditions, Individualized Educational Management, Schoolwide Planning, Roles and Inservice Training

Use: Desgined for distribution to regular educators to provide inservice training on aspects of communication disorders

Availability: Contact producer (below)

Producer or Distributor: Connie L. Engle and Lisa R. Bernardin,
Program Coordinators
Extern Program
Department of Communication Science and Disorders
Allen House
University of Vermont
Burlington, VT 05405

Materials: M2072

Title: Inservice Model on Instructional Alternatives for "At-Risk" and Handicapped Students

Physical Description: Packet includes paper copy of trainer's guide and script in two versions: (1) elementary and (2) middle/high. Also outline for adapting 6-hour module to 3-hour module.

Content Summary: Inservice Model on Instructional Alternatives is used by trainer/consultants in implementing school center inservice. The inservice package is available in two versions (elementary, middle/high). A team of trainer/consultants (one regular education teacher and one special education teacher) leads a series of three sessions of two hours each at the participating schools. The training package for school center staff is designed to take place over a period of several weeks and to provide "hands on" experience for participants. Participants will select a student or educational group from their classroom, assess or measure levels of performance, develop instructional alternative strategies, implement the strategies, and evaluate to measure results. The goal of the inservice is to assist teachers in defining, analyzing, and developing instructional alternatives appropriate to learning differences. The A PIE (assess, plan, instruct, evaluate) approach is utilized.

Subject Descriptors: Mainstreaming and Public Policy, School Wide Planning/Roles and Inservice Training, Teaching Techniques, Student Assessment and Evaluation, Training Program

Use: Inservice for regular and special education teachers.

Availability: Available after August, 1981, through producer.

Producer: Jefferson County Public Schools, Project EDDIT
3819 Old Bardstown Rd
Louisville, KY 40218

Materials: M2073

Title: Instructional Alternatives Resource Manual

Physical Description: Loose-leaf, 8½" x 11", 100 page, resource manual notebook and a paper copy module for inservice

Content Summary: The Instructional Alternatives Resource Manual provides general education classroom teachers with information, teaching techniques, and instructional activities useful for working with students with special needs in the regular program. Although the strategies in the manual are designed for use with special needs students, many of the suggested strategies will be of value to general education students as well. The book is organized to facilitate the location of specific instructional strategies. The table of contents list the various handicapping conditions, the content areas, the testing section, and the parent-teacher communication section. The index cross references strategies under several headings. A module to inservice teachers in the use of the manual is also available.

Subject Descriptors: Mainstreaming and Public Policy, Characteristics of Handicapping Conditions, School Wide Planning/Roles and Inservice Training, Teaching Techniques, Student Assessment and Evaluation

Use: Staff development, resource for classroom teachers

Availability: Available after August, 1981, through producer

Producer: Jefferson County Public Schools, Project EDDIT
3819 Old Bardstown Rd
Louisville, KY 40218

Materials: M2074

Title: A Curriculum Guide for Training Urban Day Care Providers of High Risk/Handicapped Preschoolers

Physical Description: Plastic spiral-bound 8½ x 11 Text; 100 pages plus Resources Guide.

Content Summary: The Curriculum Guide is a compilation of topical outlines and developed presentations and resources drawn from the work of fifteen experts during the first developmental year of the Immersion Learning Project. While the focus is on high-risk and handicapped preschoolers in urban settings, the information collected could be useful in a variety of training circumstances for parents, teachers and child care staff. Topics in the Guide include: the Impact of Urban Life on Young Children, characteristics and behavioral styles of high-risk children, curriculum and assessment alternatives, parent involvement, special learning topics, inservice strategies and more.

Subject Descriptors: Characteristics of Handicapping Conditions, Teaching Techniques, Classroom Management, Curriculum, Student Assessment and Evaluation, Communication and Human Relations, Early Childhood Education, Training Program

Use: Designed primarily as a curriculum guide for Immersion Learning Project consultants, it also provides a useful analysis of handicapping conditions, impacts, and interventions focused toward urban preschoolers. It could serve as a good resource for learners.

Availability: Published August, 1981; first 100 copies available for handling cost alone ($2.50): then for $6.50 complete.

Producer: Immersion Learning Project
163.6 Art Bldg.
Wayne State University
Detroit, MI 48202
(313) 577-1820

Materials: M2075

Title: Adapting Instruction for Mainstreamed Students

Physical Description: Training Manual - 200 pages, 3-ring binder.
Participants' Handbook - 100 pages, 3-ring binder.

Content Summary: Classroom adaptations for mainstreamed students. Includes: teaching and learning styles, informal diagnosis, instructional techniques, adapting instruction and materials, matching approaches to learner aptitude, instructional sequencing, task appropriateness and record-keeping procedures. Intends for hands-on experience. Instructional format includes: filmstrip presentations, simulation activities, task sheets, case studies, structured problem-solving. Six three-hour sessions. Instructor should have general knowledge of both regular and special education.

Subject Descriptors: Schoolwide Planning, Staff Development and Coordination; Teaching Techniques; Classroom Management; Curriculum, Assessment/Evaluation of Students

Use: Designed for use with regular classroom teachers; part of a comprehensive inservice training program to accommodate children with special needs in regular classrooms.

Availability: under contract with LINC

Materials: M2076

Title: Volunteers and Children with Special Needs

Physical Description: A slide-tape presentation; 115 slides

Content Summary: This 14-minute program shows how volunteers can "make a difference" with children who are not succeeding at school by giving them more personal attention and more one-to-one time.

Subject Descriptors: Use of resources, Teaching Techniques

Use: For use by volunteer coordinators, principals, special education teachers and administrators and citizens' groups interested in helping mildly handicapped children to learn.

Availability: For NSVP members: $5.00 loan/$100.00 purchase; for non-NSVP members: $25.00 loan/$150.00 purchase

Producer or Distributor: National School Volunteer Program, Inc.
300 North Washington St.
Alexandria, VA 22314

Materials: M2077

Title: School Volunteer Programs

Physical Description: A slide-tape presentation; 122 slides

Content Summary: A 15-minute program showing how organized school volunteer programs tap the resources of the community to provide extra help for teachers and students, and in the process volunteers become bridges to the community.

Subject Descriptors: Use of resources, School Wide planning, Teaching Techniques

Use: For use by volunteer coordinators, principals, teachers and administrators and citizens' groups interested in developing and maintaining school volunteer programs.

Availability: For NSVP members: $5.00 loan/$100.00 purchase; for non-NSVP members: $25.00 loan/$150.00 purchase

Producer or Distributor: National School Volunteer Program, Inc.
300 North Washington St,
Alexandria, VA 22314

Materials: M2078

Title: Listener Programs

Physical Description: a slide-tape presentation; 75 slides

Content Summary: A 10-minute program showing how trained adult "Listeners" in Fort Worth, Texas work individually with kindergarten and primary children who have problems, children who are too shy to participate, those who are out-of-bounds, and children with family problems such as divorce, separation, or death of a family member.

Subject Descriptors: Use of resources, Teaching Techniques

Use: For use by volunteer coordinators in training volunteers to serve as effective listeners to students who need to talk through their concerns.

Availability: For NSVP members: $5.00 loan/$100.00 purchase; for non-NSVP members: $25.00 loan/$150.00 purchase

Producer or Distributor: National School Volunteer Program, Inc.
300 North Washington St.
Alexandria, VA 22314

Materials: M2079

Title: An Unbeatable Combination - Volunteers, Children, Learning Games

Physical Description: a slide-tape presentation; 138 slides

Content Summary: A 15-minute program showing volunteers playing versions of standard games of childhood (tic-tac-toe, dominoes, bingo) to reinforce academic skills such as multiplication facts, phonics and spelling rules. Volunteers tailor their learning activities to the child's interests and use manipulative materials to help children learn and achieve.

Subject Descriptors: Use of resources, Teaching Techniques

Use: For use by volunteer coordinators, administrators, teachers and volunteers who are working with school volunteer programs or as an informational tool to provide ideas for volunteers to use when working with individual students.

Availability: For NSVP members: $5.00 loan/$100.00 purchase; for non-NSVP members: $25.00 loan/$150.00 purchase

Producer or Distributor: National School Volunteer Program, Inc.
300 North Washington St.
Alexandria, VA 22314

Materials: M2080

Title: Kindergarten Screening by Volunteers

Physical Description: a slide-tape presentation; 104 slides

Content Summary: A 13-minute program showing how 2,000 volunteers in Houston, Texas are trained to conduct gross screening of 15,000 kindergarten children in that city's elementary schools each fall. Each child is tested for distant vision, hearing, eye-hand coordination, gross motor skills and language development to detect possible learning problems. Volunteers also provide follow-up activities for children in their areas of need.

Subject Descriptors: Use of resources, Teaching Techniques

Use: For use by volunteer coordinators, principals, kindergarten teachers and volunteers who are interested in or involved with kindergarten screening programs.

Availability: For NSVP members: $5.00 loan/$100.00 purchase; for non-NSVP members: $25.00 loan/$150.00 purchase

Producer or Distributor: National School Volunteer Program, Inc.
300 North Washington St.
Alexandria, VA 22314

Materials: M2081

Title: Partners in Education: Technical Volunteers

Physical Description: A slide-tape presentation; 75 slides

Content Summary: A 10-minute program describing ways in shich volunteers can be effectively involved in the classroom. Using a teacher's viewpoint, this slide-tape program highlights many of the issues which must be confronted when training teachers to work with school volunteers--confidentiality, dependability, areas of responsibilities, ways to show appreciation, planning and time commitment.

Subject Descriptors: Use of resources, Teaching Techniques

Use: For use by volunteer coordinators, administrators and teacher organizations in preparing teachers to work with school volunteers. Particularly effective when used with (M0109) Partners for the 80's--Inservice Training Model: The Teamwork Approach/ Training for Teachers and Volunteers Working Together.

Availability: For NSVP members: $5.00 loan/$100.00 purchase; for non-NSVP members: $25.00 loan/$150.00 purchase

Producer or Distributor: National School Volunteer Program, Inc.
300 North Washington St.
Alexandria, VA 22314

Materials: M2082

Title: Alliances in Advocacy for Disabled Children and Youth: Resource Manual

Physical Description: 500 page manual in loose leaf binder

Content Summary: The manual, designed for the Regional Workshops of the Allied Health Child-Find and Advocacy Project, provides detailed outlines and resource information for professionals interacting with disabled children and youth and their families (particularly Allied Health professionals) on the following topic areas: (1) Public Law 94-142; (2) Roles and Responsibilities of Allied Health Professionals; (3) Information Exchange and the Referral Process: Communication Strategies; (4) Networking Strategies; (5) Advocacy Strategies. In addition, National, Regional, and State organizations concerned with disabled citizens are included for easy reference.

Subject Descriptors: Professional Development for All Individuals Interacting with Disabled Children and Youth and Their Families, particularly with special emphasis on Allied Health Professionals

Availability: Cost (includes postage and handling): $35.00

Producer or Distributor: American Society of Allied Health Professions
One Dupont Circle, Suite 300
Washington, DC 20036
(202) 293-3422

Materials: M2083

Title: Assessment of Students with Learning Difficulties.

Physical Description: Includes an Instructors manual (30 pages) containing lesson outlines and objectives and a booklet of handouts for trainees.

Content Summary: This course is made up of four two-hour sessions designed to provide classroom teachers with the skills to devise, administer, and interpret criterion referenced tests.

Subject Descriptors: Individualized Education Management, Teaching Techniques, Curriculum.

Use: For use with regular elementary and secondary classroom teachers at the building level. Involves a trainer of trainers model in which regular classroom teachers teach their peers in a small group (no larger than 6).

Availability: A limited number of sample copies are available at no cost.

Producer: Dr. Raymond Glass
Department of Special Education
University of Maine at Farmington
Farmington, Maine 04938

Materials: M2084

Title: Developing Individualized Learning Activities for Students with Learning Difficulties.

Physical Description: Includes an instructor's manual (30 pages) containing leasson outlines and objectives and a booklet of handouts for trainees.

Content Summary: This course consists of four two-hour sessions which focus on individualizing instruction. Participants learn how to write behavioral objectives and develop direct instruction programs to meet their objectives. Participants then implement and evaluate their programs.

Subject Descriptors: Individualized Education Management, Teaching Techniques, Curriculum.

Use: For use with regular elementary and secondary classroom teachers at the building level. Involves a trainer of trainers model in which regular classroom teachers teach their peers in a small group (no larger than 6).

Availability: A limited number of sample copies are available at no cost.

Producer: Dr. Raymond Glass
Department of Special Education
University of Maine at Farmington
Farmington, Maine 04938

Materials: M2085

Title: Handbook on Conducting Cost Effective Analysis for Vocational Education for the Handicapped

Physical Description: a 60-page soft cover manual

Content Summary: A sequential manual to assist schools and districts in conducting their own analysis of costs and effectiveness of vocational programs serving handicapped and regular students. Data will also provide schools with matching costs data required by P.L. 94-142. /Section I: Overview, Section II: Data collection process, Section III: Calculation process

Subject Descriptors: Secondary, Career and Vocational Education; Professionalism

Use: Self-evaluation and cost analysis of vocational programs

Availability: Price including postage and handling is $3.50

Distributor: B & J Enterprises
P.O. Box 1464
Newport Beach, CA 92663

Materials: M2086

Title: Lighting Up Science for the Visually Impaired. Gilbert Billings, Elaine Cuphone and Linda Nober

Physical Description: 2-page Xeroxed handout

Content Summary: Describes and visually depicts modifications in science lessons to facilitate mainstreaming of visually impaired and/or blind students in secondary school science classes. Addresses legislative changes, P.L. 94-142 and inservice training models (Dean's Grant Project) on college level

Subject Descriptors: Mainstreaming and the Law; Characteristics of Handicapping Conditions; Use of Resources; School Wide Planning, Staff Development and Coordination; Teaching Techniques.

Use: To provide teachers with concrete lesson modifications for visually impaired secondary science students.

Availability: contact: Dean's Grant Project
Dr. Linda Nober, Assistant Professor
Westfield State College
Westfield, MA 01085

Materials: M2087

Title: Comprehensive System of Personnel Development: A Writer's Handbook; May, 1979, Revised Spetember 1980.

Physical Description: 32 pages plus appendicies; hard-cover.

Content Summary: Designed to serve as a resource to State Education Agencies in the development, review, updating, and implementation of the CSPD section of the State Plan. In addition, may serve as a teaching and training document for CSPD Committees, as a guide for administrators in developing programs at the local level, and as a handbook for university staff and other potential trainers and developers of training.

Subject Descriptors: Personnel Planning

Use: Provides information relative to state with CSPD planning.

Availability: Through producer listed below.

Producer: Richard C. Schofer
Director, Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia
Department of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M2088

Title: A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study. Richard C. Schofer and Janice R. Duncan.

Physical Description: 332 pages; soft-cover.

Content Summary: Reports on the third national survey, 1980, of activities conducted throughout the United States, Washington, D.C., and the Territories, relative to personnel planning in special education. Reveals how states have responded to the CSPD sections of P.L. 94-142.

Subject Descriptors: Program Planning and Development.

Use: Provides information to assist states seeking to develop, expand, or improve their CSPD activities.

Availability: Through producer listed below.

Producer: Richard C. Schofer
Director, Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia
Department of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M2089

Title: Comprehensive System of Personnel Development: A Manpower Data Management System.

Physical Description: 150 pages; hard-cover.

Content Summary: The System has two components: (1) The Personnel Data Management System, which addresses teacher supply and demand in local education agencies; and (2) The Student Data Management System, which is designed to collect essential data on individuals receiving training in special education.

Subject Descriptors: Personnel Planning.

Use: CSPD committees, public and private agencies, colleges and universities, organizations, and others interested in the process of identifying personnel needs.

Availability: The primary CSPD person in the SEA has a copy of this document.

Producer: Richard C. Schofer
Director, Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia
Department of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M2091

Title: The Missouri Symposium On Doctoral Programming in Special Education: Considerations for the 1980s. 1979.

Physical Description: 115 pages; soft-cover.

Content Summary: Reports on a symposium which addressed many issues related to quality doctoral programming during the 1980s. The document is divided into 9 sections:

1. Introduction
2. Higher Education in 1980s
3. The Future Need and Mission for Doctoral Programs in Special Education
4. Considerations for Doctoral Programming
5. Continuing Education for Doctoral Faculty
6. Student Rights
7. Future Support for Doctoral Programs in Special Education
8. Considerations for the Evaluation of Doctoral Programs
9. Symposium Resource Papers

Subject Descriptors: Programming in Higher Education.

Use: Provides information concerning Special Education Doctoral Programming.

Availability: Through producer listed below.

Producer: Richard C. Schofer
Director, Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia
Department of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M2090

Title: *Handbook for Comprehensive System of Personnel Development Needs Assessment.

Physical Description: 37 pages; soft cover.

Content Summary: This document offers alternatives for obtaining, analyzing, and utilizing needs assessment data. It suggests the relationships of needs assessment to participatory planning, preservice/inservice training, dissemination, and adoption of promising practices, evaluation, and technical assistance. Information is presented to help individuals conceptualize, plan, implement, and evaluate their annual needs assessment.

Subject Descriptors: State Wide Planning and Implementation of CSPD Needs Assessment.

Use: Resource to State Education Agency personnel who are responsible for the development and implementation of needs assessment activities:

Availability: Through producer below.

Producer: Richard C. Schofer
Director, Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia
Department of Special Education
515 South 6th Street
Columbia, MO 65201

*Exact title may be somewhat different after printing.

Materials: M2093

Title: Working With Parents: Practical Issues and Methods, Stanley A. Fagen and Nicholas J. Long, 1980.

Physical Description: 63 page soft cover publication.

Content Summary: Seeks to strengthen the bonds between school and family for the benefit of the child. Divided into three main parts. Part I focuses on needs and concerns as experienced and written about by parents of exceptional children. Part 2 offers a range of useful strategies and methods for promoting a genuine and effective partnership between school and family. Part 3 highlights some important training approaches, programs, and materials for helping parents of students with special needs.

Subject Descriptors: Communication and Human Relations.

Use: The primary audience is intended to be parents and educators of exceptional childen. However, material is beneficial for all parents. Useful resource for implementation of parent involvement and due process mandates, and for workshops and courses designed to enhance school-family relationships.

Availability: Copies are available from the distributor (below).

Distributor: Psychoeducational Resources, Inc.
P.O. Box 306
Burtonsville, Maryland 20730
(301) 384-4197

Materials: M2092

Title: Psychoeducational Assessment and Programming: A Competency Based Manual for Inservice Training, Elizabeth Glowa, Rose Ray and Judy Tarr, 1980.

Physical Description: 402 page soft cover inservice training manual.

Content Summary: Divided into five specific modules of instruction concentrating on sub-competencies to be taught:

1. Utilization and Interpretation of Available Data
2. Assessment and Programming in the Cognitive Domain
3. Perceptual Assessment and Programming
4. Assessment and Programming in the Academic Skills
5. Assessment and Programming in the Affective Domain

Includes a cover page for each module which gives the main competency area and components of the module, an overview of what the instructor is expected to provide participants as well as a detailed implementation plan.

Subject Descriptors: Student Assessment and Evaluation.

Use: The primary audience is intended to be regular secondary teachers and special education staff in alternative and resource roles. Modules vary in length from two - five sessions; can be adapted for workshop use. Two instructors desirable for course implementation with approximately 20 participants. Materials has been field tested.

One of a three part "Inservice for Mainstreaming" Series. This manual is an outgrowth of the Mark Twain Teacher Internship Program, Montgomery County Public Schools, Maryland (see Organizational Manual for a Public School Internship Model; Stanley A. Fagen).

Availability: Copies are available from the address below.

Productor or Distributor: Stanley A. Fagen
Supervisor of Inservice Training
Office of Continuum Education
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850

Materials: M2095

Title: I.E.P. - A Teacher's Perspective

Physical Description: a 54-page manual with trainer directions as well as directions as to how to construct activities for the package.

Content Summary: This package enables inservice personnel or Child Study Team people assisting teachers in becoming knowledgable about the basic Plan section of the I.E.P. It is divided into three sections: What are the legal guarantees of 94-142; How did P.L. 94-142 come into existence; Explanation and definition of all parts of the Basic Plan. The package is a "hands-on" experience for teachers with actual activities. The approximate time for the inservice would be 3 hours.

Subject Descriptors: Individual Education Management

Use: For inservice with teacher and parents to educate them about P.L. 94-142 guarantees and the Basic plan section of the I.E.P.

Availability: A copy of the manual can be sent but requester must pay for the Xeroxing of the manual.

Distributor: Ms. Joyce Boose, Consultant
Professional Development
New Jersey State Department of Education
Bureau of Special Education and Pupil Personnel
225 W. State St
Trenton, NJ

Materials: M2094

Title: Life Space Interviewing in the 80s: Talking with Pupils in Trouble, Stanley A. Fagen and Nicholas J. Long, 1981.

Physical Description: 72 page soft cover publication.

Content Summary: Presents background and methods for intervening in disruptive or crisis school situations through life space interviewing (LSI). Divided into three sections. Part I provides theoretical concepts and guidelines for conducting the LSI. Part 2 contains case examples of different types of interviews (e.g., reality rub-in, new tools salesmanship, massaging numb values). Part 3 covers special uses of LSI such as for group problem solving, inservice training, staff counseling, and developmental progress.

Subject Descriptors: Classroom Management, Communication and Human Relations.

Use: The primary audience is intended to be educators of exceptional children, especially resource and special class teachers. Useful resource for workshops and courses on handling behavior problems.

Availability: Copies are available from the distributor (below).

Distributor: Psychoeducational Resources, Inc.
P.O. Box 306
Burtonsville, Maryland 20730
(301) 384-4197

Materials: M2097

Title: Module Kit for teachers in the ERIN Program

Physical Description: 12" x 6" x 10" unit box for use on library shelf or teacher's desk.

Content Summary: Contains indexed curriculum materials comprised of 24-12 page (average) teaching units Assessment/Training/Communication Module, Preschool Screening System and forms, 8 resource books and 4 materials making books covering BAC/VPM/LANG/PART. A second companion box contains the extensions of the Resource Books needed to supplement specialized sites and additional observation activities and developmental inventories.

Subject Descriptors: Teaching Program in Early Childhood Education

Use: Instructional Modules for teachers to facilitate working with young handicapped children in mainstream and specialized settings.

Availability: Distribution of the material is limited to sites adopting the ERIN Program Model. Unit Cost - $125.00

Producer or Distributor: Early Recognition Intervention Network
376 Bridge St
Dedham, MA 02026
(617) 329-5529

Materials: M2096

Title: Coordinators Kit for Administrators and/or Trainers.

Physical Description: 12" x 6" x 13" unit box and accompanies ERIN Module Kit.

Content Summary: Contains 11 Trainers manuals and filmstrips and cassettes, keyed to the Module Kit for teachers. In addition, overview information in the ERIN Program for the coordinator is included.

Subject Descriptors: Teaching Program in Early Childhood Education.

Use: Program management tools for use by site personnel in training teachers in either mainstream or specialized classroom settings.

Availability: Distribution of this material is limited to sites adopting the ERIN Program Model. Cost of $500 includes a Module Kit for teachers.

Producer or Distributor: Early Recognition Intervention Network
376 Bridge Street
Dedham, Massachusetts 02026
(617) 329-5529

Materials: M2098

Title: Developing Energy Education Curriculum, Dr. Mary Alice Wilson, Elizabeth Yasi (Eds.). Mary Ellen Chantry, Graphic Artist

Physical Description: 30 page illustrated booklet

Content Summary: The purpose of this booklet is to share information about resources for energy educators, and suggestions for using those resources. The booklet describes alternative energy models as tools for teaching about energy.

Subject Descriptors: Use of Resources, Resource Directories

Use: For teachers planning to or already involved in bringing energy education to their classrooms.

Availability: To obtain copies contact project director

Producer or Distributor: Dr. Mary Alice Wilson
Hampshire Educational Collaborative
58 Pleasant St
Northampton, MA 01060

Materials: M2099

Title: Managing Atypical Behavior At the Elementary Level. Susan Carr, Judith Friedman, Marcia Meakim, Louise Muzin (1981)

Physical Description: An instructional unit consisting of a one hundred (100) page, spiral bound manual. Tan and black illustrated cover.

Content Summary: This instructional unit presents information on atypical behavior in the elementary classroom by addressing the following questions:
(1) Who is the atypical learner?
(2) Why does the student behave atypically?
(3) What management techniques and academic adjustments can be effectively used with the atypical learner?
This unit contains activities and sample resources for use in the regular elementary classroom. Glossary of terms, annotated bibliography, and pre/posttest measures are included in the text.

Subject Descriptors: Elementary, Classroom Management, Teaching Techniques, Parents, Classroom Climate, Group Leadership, Professional Development

Use: This instructional unit may be used by a facilitator to conduct two to ten hour in-service training workshop sessions for elementary teachers, or it can be distributed directly to teachers as a self-instructional unit.

Availability: Copies and information concerning this and other instructional units that have been prepared by the Least Restrictive Environment Project staff may be obtained by contacting the address provided below.

Producer: Brenda D. Briggs, Project Director
Project: Least Restrictive Environment
Manchester Community College
Division of Community Services
60 Bidwell St.
Manchester, CT 06040

Materials: M2100

Title: Child Abuse and the Exceptional Child K-12. Sebastian Mudry, Ed.P. and Karen Prewo, M.S.W. (1981)

Physical Description: An instructional unit consisting of a twenty-four (24) page, spiral bound instructor's manual and a thirteen (13) page, spiral bound participant's booklet. Tan and black illustrated covers.

Content Summary: The purpose of this instructional unit is to assist teachers in identifying and coping with problems posed by parental abuse of children. The unit contains exercises to enhance awareness that children who are seen as special or "different" are at greater risk of being abused. Methods and means of dealing with these issues are detailed. Glossary of terms, annotated bibliography and pre/post test measures are included in the texts.

Subject Descriptors: Elementary, Secondary, Child Abuse, Attitudes, Law and Regulations, Role Relationships, Parents, Staff, Communications, Human Resources, Professional Development

Use: Led by an in-service facilitator, this instructional unit can be used to deliver a two to ten hour workshop to elementary and secondary teachers and staff members on the topic of Child Abuse and The Exceptional Child

Availability: Copies and information concerning this and other instructional units that have been prepared by the Least Restrictive Environment Project staff may be obtained by contacting the address provided below.

Producer: Brenda D. Briggs, Project Director
Project: Least Restrictive Environment
In-service Training Program for Regular Classroom Teachers
Manchester Community College
Community Services Division
60 Bidwell St.
Manchester, CT 06040

Materials: M2101

Title: How to Cope With P.L. 94-142 In Physical Education (k-12). Clare Albom, Connie Kolesko, and Anthony Magliocco, 1981.

Physical Description: An instructional unit consisting of a thirty-three (33) page, spiral bound manual. Tan and black illustrated cover.

Content Summary: The purpose of this instructional unit is to provide physical education teachers with the opportunity to develop their own programs of large and small group instruction for handicapped students in the regular physical education class. The unit contains detailed activities to meet the needs of the special student and information on Public Law 94-142 and Section 504, as they apply to public school settings. Glossary of terms, annotated bibliography, and pre/posttest measures are included in the text.

Subject Descriptors: Elementary, Secondary, Physical Education. Adaptive Physical Education, Individualized Instruction, Programming for Handicapping Conditions, Curricula Goals, Task Analysis, Student Assessment and Evaluation, Least Restrictive Environment, IEP Development, Professional Development

Use: This instructional unit may be used by a facilitator to conduct two to six hour in-service training workshop sessions to elementary and secondary physical education teachers, or it can be distributed directly to teachers as a self-instructional unit.

Availability: Copies and information concerning this and other instructional units that have been prepared by the Least Restrictive Environment staff may be obtained by contacting the address provided below.

Producer: Brenda D. Briggs, Project Director
Project: Least Restrictive Environment
In-service Training Program for Regular Classroom Teachers
Manchester Community College
Division of Community Services
60 Bidwell St.
Manchester, CT 06040

Materials: M2102

Title: Individualized Instruction of Mathematics (6-12). Sally Morgan, 1981

Physical Description: An instructional unit which consists of a ten (10) page, spiral bound instructor's manual. Tan and black illustrated cover.

Content Summary: This instructional unit focuses on the individualization of math as an accountable delivery system. Procedures are presented which describe means for effectively implementing individualized instruction and related behavioral management strategies in the regular math class. Pre and posttest measures are included in the text.

Subject Descriptors: Secondary, Individualized Instruction, Mathematics, Behavior Management, Curricular Goals, Classroom Climate, Task Analysis, Pupil Assessment and Evaluation, Record Keeping, Professional Development.

Use: This instructional unit may be used by a facilitator to conduct a two and one-half ($2\frac{1}{2}$) hour in-service training session to regular classroom math teachers, or it can be distributed directly to teachers as a self-instructional unit.

Availability: Copies and information concerning this and other instructional units that have been prepared by the Least Restrictive Environment Project staff may be obtained by contacting the address provided below.

Producer: Brenda D. Briggs, Project Director
Project: Least Restrictive Environment
Inservice Training Program for Regular Classroom Teachers
Manchester Community College
Division of Community Services
60 Bidwell St.
Manchester, CT 06040

Materials: M2103

Title: Learning Styles of the Special Needs Student (K-6). Elizabeth Newman, 1981

Physical Description: An instructional unit which consists of a twenty-eight (28) page, spiral bound instructor's manual and a twenty-three (23) page participant's booklet. Tan and black illustrated cover.

Content Summary: The purpose of this instructional unit is to provide regular classroom teachers with a better understanding of modality learning and modification techniques of teaching styles. Classroom management strategies are detailed and activities are included which demonstrate differing learning styles. Glossary of terms, annotated bibliography, and pre/post test measures are included in the text.

Subject Descriptors: Elementary, Learning Styles and Modalities, Individualized Instruction, Behavior Management, Classroom Climate, Student Assessment and Evaluation, Professional Development

Availability: Copies and information concerning this and other instructional units that have been prepared by the Least Restrictive Environment Project staff may be obtained by contacting the address provided below.

Producer: Brenda D. Briggs, Project Director
Project: Least Restrictive Environment
Inservice Training Program for Regular Classroom Teachers
Manchester Community College
Division of Community Services
60 Bidwell St.
Manchester, CT 06040

Materials: M2105

Title: Linking Regular Classroom Instruction to the Individual Educational Plan (IEP) K-12. Anne Gauvin and William Levy, 1981

Physical Description: An instructional unit which consists of a seventy-six (76) page, spiral bound instructor's manual and a twenty (20) page participant's booklet. Tan and black illustrated covers.

Content Summary: This instructional unit provides teachers with a methodology for displaying student strengths and weaknesses, and with techniques for utilizing the IEP directly in the classroom. Methods are given for linking behavioral components of the student's identified strengths to classroom instruction. Pre and posttest measures are included in the text.

Subject Descriptors: Elementary, Secondary, IEP Development, Individualized Instruction, Professional Development, Coordination

Use: Led by an in-service facilitator, this instructional unit can be used to deliver a two and one-half (2½) hour workshop to regular elementary and secondary teachers on the topic of IEP and classroom instruction.

Availability: Copies and information concerning this and other instructional units that have been prepared by the Least Restrictive Environment Project staff may be obtained by contacting the address provided below.

Producer: Brenda D. Briggs, Project Director
Project: Least Restrictive Environment
Inservice Training Program for Regular Classroom Teachers
Division of Community Services
60 Bidwell St.
Manchester, CT 06040

Materials: M2104

Title: Learning Styles of the Special Needs Student (7-12). Patricia Sauter and Mary Jo Riddle, 1981

Physical Description: An instructional unit which consists of a thirty-one (31) page spiral bound instructor's manual, and a twenty-nine (29) page participant's booklet. Tan and black illustrated cover.

Content Sumamry: The purpose of this instructional unit is to provide regular classroom teachers with a better understanding of modality learning and modification techniques of teaching styles. Classroom management strategies are detailed and activities are included which demonstrate differing learning styles. Glossary of terms, annotated bibliography, and pre/post-test measures are included in the texts.

Subject Descriptors: Secondary, Learning Styles and Modalities, Individualized Instruction, Behavior Management, Classroom Climate, Student Assessment and Evaluation, Professional Development.

Use: This instructional unit may be used by a facilitator to conduct two to ten hour in-service training workshop sessions to secondary regular classroom teachers, or it can be distributed directly to teachers as a self-instructional unit.

Availability: Copies and information concerning this and other instructional units that have been prepared by the Least Restrictive Environment Project staff may be obtained by contacting the address provided below.

Producer: Brenda D. Briggs. Project Director
Project: Least Restrictive Environment
In-service Training Program for Regular Classroom Teachers
Manchester Community College
Division of Community Services
60 Bidwell St.
Manchester, CT 06040

Materials: M2106

Title: A Data Based Gymnasium: A Systematic Approach to Physical Education for the Handicapped. John M. Dunn, et. al. (Eds.) 1980

Physical Description: A 139 page, soft-covered bound manuscript explaining a data-based physical education curriculum for low incidence severely handicapped students. Blue and white cover.

Content Summary: The basis for this program is a data based physical education curriculum for low incidence severely handicapped students to include game, exercise and leisure sports. The management system for the utilization of that curriculum within the gymnasium is the focus of this book. A complete data system is presented which is suitable for use by both the physical education teacher and the classroom teacher. The utilization of volunteers in the gymnasium is explained. Techniques for training them to interact and teach children on a one-to-one basis are presented. A program for involving parents in the training of their severely handicapped child is described. The role of the teacher in the management of all of the above components is described.

Subject Descriptors: Physical education for the severely and moderately handicapped.

Use: A complete data based physical education instructional system is presented which is suitable for use by both physical educators and special educators.

Availability: Instructional Development Corporation
P.O. Box 361
Monmouth, OR 97361

Producer: John M. Dunn, et. al.
Director, Project PELRA
Department of Physical Education
Langton Hall 214
Oreton State University
Corvallis, OR 97331

Materials: M2107

Title: Operation INTERFACE: Subcomponent - Vocational Education for the Severely Handicapped

Physical Description: Five (5) training modules (trainers, practicum activities, manuals, curriculum guides)

Content Summary: The purpose of this subcomponent is to provide a comprehensive community-based, vocational inservice program. To accomplish this, five (5) modules have been developed which include: 1) a curriculum guide; 2) training materials to facilitate the acquisition of skills needed by personnel to implement the curriculum; 3) a training of trainers manual; 4) a Resource Guide to assist inservice personnel in establishing programs for severely handicapped individuals; and 5) parent awareness/information materials.

Subject Descriptors: State Wide Planning/Roles and Inservice Training, Curriculum, Communication and Human Relations, Training Program, Professionalism, Secondary, Career and Vocational Education, Resource Directories

Use: For training inservice education personnel, vocational rehabilitation personnel, and parents of severely handicapped individuals

Availability: Training available throughout California in public/private schools and agencies serving handicapped. Will disseminate written documents on request to other states.

Producer or Distributor: California State Department of Education, Office of Special Education, Personnel Development Unit

Materials: M2108

Title: Evaluating Personnel Preparation Programs

Physical Description: Three self-contained packages

Content Summary: Self-instructional materials in program evaluation intended for practitioners in personnel preparation programs related to special education. Three products will be developed--one each for users in IHE preservice programs, LEA inservice-based programs and SEA/IEU multiple training units. For each of the products there will be : (1) a casebook of exemplary evaluations illustrating uses of evaluation to answer key questions managers in those programs face; (2) a sourcebook of general instruction in evaluation, including worksheets, checklists, and guidelines; and (3) a trainers' kit for instructing colleagues in evaluation concepts and approaches.

Subject Descriptors: Curriculum, Student Assessment and Evaluation

Use: The products are intended for use by practitioners in personnel preparation programs to assist them with their program evaluation efforts.

Availability: May, 1982

Producer or Distributor: Evaluation Training Consortium Project
Evaluation Center
Western Michigan University
Kalamazoo, MI 49008

Materials: M2109

Title: Project TREK: Final Program Performance Report. June 1980.

Content Summary: This report presents the major results obtained by Project TREK, with emphasis upon accomplishments during the third and final year of Project operations. The report describes all Project objectives and activities, as well as personnel efforts in major Project functions. Other sections describe the outcomes obtained as a result of direct and supplementary services provided by Project TREK. Based upon these results, the report presents conclusions, recommendations, and suggestions for further study.

Availability: At cost of $3.00 from producer below:

Producer: Project TREK
Child Service Center
220 N.E. Beech St.
Portland, OR 97212

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Materials: M2110

Title: Four Modules for Individualized Inservice Training. June 1980.

Content Summary: The Modules are designed for developing individualized training experiences in four content areas, related to PL 94-142: (a) Awareness, (b) Influencing Behavior, (c) Educational Decision-Making, and (d) Program Development and Management.

Each Module includes a brief explanation of accommodative instruction as applied to delivery of inservice training. This is followed by an outline of major topics, skills and competencies addressed in the module. Examples are then presented of various training activities, with sample agendas which might be used for teaching essential information and skills on a group or individual basis. The final section cites reference materials (annotated) and potential resource personnel.

Availability: At cost of $2.00 from the producer below.

Producer: Project TREK
Child Service Center
220 N.E. Beech St.
Portland, OR 97212

Materials: M2111

Title: Let Us In: Mainstreaming: The Cooperative Endeavor Between Regular and Special Education. Jeanne Bauwens and Wenden Waite. June, 1980.

Physical Description: Two film strips; a trainer's manual of 167 pages with 233 transparencies; a participant/trainee workbook of 211 pages. Soft cover manual and workbook.

Content Summary: Based on assessed needs of general education personnel at all levels and across teaching areas, the inservice course covers eight topics that could be provided separately or in sequence depending on trainee needs. Designed for a 3 semester credit or equivalent (45 to 48 classroom clock hours) course, instructional strategies are included for high interest and involvement, e.g., In-Basket exercises, roleplay, skits, panels, case studies, etc. The eight modules include: awareness, acceptance and integration, screening and identification, child study team process, assessment and eligibility, curriculum modification, classroom management, and prescription and instruction. The course is intended to be an introductory overview.

Subject Descriptors: Mainstreaming and Public Policy, Characteristics of Handicapping Conditions, Use of Resources, Individualized Educational Management, School Wide Planning, Roles and Inservice Training, Teaching Techniques, Classroom Management, Curriculum, Student Assessment and Evaluation, Communication and Human Relations, Secondary Career and Vocational Education, Training Program

Use: Primarily inservice of 45-48 clock hours for elementary and secondary general educators needing an initial introductory overview. Available from Special Education Section, School of Education, Boise State University, Boise, ID 83725

Producer of Distributor: address inquiries to Jeanne Bauwens at the School of Education or the Bookstore, Boise State University. Copyright 1980 in the names of authors. Cost $290.00

Materials: M2113

Title: Directions in Adapted Physical Education by Laura Czajkowsski, Andre Zawitkowski, Lee Pearce, 1980. ©

Physical Description: 121 page soft cover

Content Summary: Directions in Adapted Physical Education was written to assist educators in planning and developing comprehensive motor programs for the handicapped. The intent of the guide is to provide a sense of direction in this area--not a cookbook formula. An overview of federal and state legislation is given. The importance of accurately determining student needs is stressed as is the monitoring of student progress. Assessment strategies are discussed. Curriculum components are reviewed and guidelines for evaluating curricula materials are given. Current curricula in adapted physical education are listed and an evaluation of each is included, utilizing selected questions from a curriculum assessment checklist. The authors' views on programming strategies are given and a behavioral programming bibliography provided.

Subject Descriptors: Adaptive Physical Education

Use: An introductory Guide to field of adapted physical education

Availability: Contact producer listed below.

Producer: Adapted Physical Education Project
Center for the Developmentally Disabled
University of South Dakota
Vermillion, SD 57069

Materials: M2114

Title: A Boy in the Middle of the Road by Virginia Trumbull

Physical Description: 18 page 5 x 7 booklet

Content Summary: A story used as an example of locally developed instructional materials. It is intended to help in working with educational personnel toward the Teacher Corps' objectives of helping educators 1) "deal with a wide range of variability in children" and 2) "identify children with learning and behavior problems, diagnose the special needs of those children and prescribe learning activities to meet those needs."

Subject Descriptors: Characteristics of Handicapping Conditions, Student Assessment and Evaluation

Availability: contact distributor.

Distributor:
Teacher Corps Project
Keene State College
Rhodes Hall
Keene, NH 03431
(603) 352-1909 ext. 263

Materials: M2115

Title: Effective Service Delivery Strategies Appropriate for Specific Rural Subcultures

Physical Description: 35 page spiral bound

Content Summary: A compilation of sample program profiles developed by the National Rural Research and Personnel Preparation Project (NRP). Twenty-six (26) programs across the nation are described. For each program the following information is given: Title, contact, strategy setting, problem, strategy description, potential users, population affected, special requirements, cost analysis/funding requirements, and limitations.

Subject Descriptors: Resource Directories

Availability: Contact producer

Producer: Doris Helge, Project Director
National Rural Project
Center for Innovation and Development
Murray State University
Murray, KY 42071

Materials: M2116

Title: A Transdiciplinary Model of Personnel Preparation Impacting upon Educational Services to Support Handicapped Children in the Least Restrictive Environment. Qaisar Sultana and Ulysses V. Spiva, 1980.

Physical Description: 119 page soft cover

Content Summary: A report of the activities conducted by a one-year Dean's Grant to the Darden School of Education at Old Dominion University. The goal of the grant was to change behaviors and attitudes of teacher education faculty toward the education of handicapped children.

Subject Descriptors: Project summary.

Producer: Department of Educational Foundations and Special Programs
School of Education
Old Dominion University
Norfolk, VA 23508

Materials: M2118

Title: Quality Practices in Inservice Education

Physical Description: 12-page brochure

Content Summary: Developed by the NIN Quality Practices Task Force, this brochure describes the development of the quality practice statements in addition to outlining the statements with examples.

Availability: Cost $1.00 first copy, $ .20 additional copies from producer below

Producer or Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M2119

Title: Organizational Development and Change Task Force Final Report

Content Summary: This task force report presents a conceptual framework and a model of inservice training. It is a helpful resource guide for both state and local personnel development planners.

Availability: $2.75 first copy, $1.50 additional copies from producer below

Producer or Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M2121

Title: Creating an Accepting Environment for the Handicapped Child in the Regular Classroom by Janet McLaughlin-Williams

Physical Description: 93-page spiral bound

Content Summary: This Inservice is designed to assist total school staffs in assessing the characteristics of educational environments that are necessary for adults and children who are involved in the implementation of a least restrictive environment. It is formatted to have participants define an educational environment which is ANTI handicapped so that staffs can create an antithesis for their own use. Integrated within the design are activities that will encourage participants to evaluate their personal attitudes and behaviors regarding issues important to individuals who are handicapped.

Subject Descriptors: Instructional Module

Availability: $4.00 from producer below

Producer or Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M2120

Title: Federal Legislation on Behalf of Handicapped Children: Implications for Regular Educators by Martha McCarthy

Physical Description: 49 page spiral bound

Content Summary: A 49 page paper synthesizing and presenting technical information on Federal mandates in a meaningful format easily adapted for use by teachers, administrators, board members and parents. Includes "starter" set of process models which can be adapted to specific target audiences and altered as legal mandates dictate.

Subject Descriptors: Instructional Module

Availability: $2.75 from producer below

Producer or Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M2122

Title: Facilitating Educational Change, by Diane Dormant and Kathy Byers

Physical Description: 86 pages, spiral bound

Content Summary: This is a training workshop based on principles of change agentry. It is a self-contained package designed to provide trainers with the content and materials necessary for the presentation of a workshop on change agentry skills for school personnel.

Subject Descriptors: Instructional Module

Availability: $4.00 from producer below

Producer or Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M2123

Title: Increasing the Contribution of Team Members in the Case Conferences, by James Gilliam

Physical Description: 37 pages, spiral bound

Content Summary: This paper and included activities are designed to provide information related to issues in the EPC (Educational Planning Committees) process, and procedures to foster cooperation and productive interaction among committee members. The target audience is diverse, including teachers, administrators, counselors, psychologists, social workers, nurses, physical educators, therapists and speech clinicians.

Subject Descriptors: Instructional Module

Availability: $2.75 from producer below

Producer or Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M2125

Title: The Development of a Least Restrictive Learning Environment, by Dorothyann Feldis and Ronald E. Nutter

Physical Description: 37 pages, spiral bound

Content Summary: This paper presents a training program which raises issues affecting the development of least restrictive environments for handicapped children. The activities included provide a process which can be used by school staff members in gathering information needed to plan the least restrictive educational program for an individual child.

Subject Descriptors: Instructional Module

Availability: $2.75 from producer below

Producer or Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M2124

Title: Role of the Regular Class Teacher in the Development of the IEP, by Nancy L. Kaye and Craig Myers

Physical Description: 55 pages, spiral bound

Content Summary: This paper provides an audience of regular educators (teachers and administrators) with a description of the IEP as a product as well as a process, and uses of the IEP. The activities are designed to identify roles, skills, and knowledge required for participation.

Subject Descriptors: Instructional Module

Availability: $2.75 from producer below

Producer or Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M2127

Title: Strategies for Interaction with Severely Handicapped Students, by Nancy L. Kaye, Lee Gruenewald and Diane Baumgart

Physical Description: 45 pages, spiral bound

Content Summary: This paper presents a number of roles regular educators and other members of the community contribute to the educational programming of severely handicapped students. Activities included cover a training session (one full day, approximately 5½ hours or two half-days of approximately 2½ - 3 hours each) for participants to increase their range of possible options for working with severely handicapped students in their own buildings.

Availability: $2.75 from producer listed below

Producer or Distributor: National Inservice Network
Leonard C. Burrello, Project Director
Smith Research Center
2805 E. 10th St., Rm. 100
Bloomington, Indiana 47405

Materials: M2126

Title: Serving the Young, Handicapped Child in the Least Restrictive Environment, by Lisbeth S. Vincent, Sherry Laten, Lee gruenewald

Physical Description: 33 pages, spiral bound

Content Summary: This inservice module provides rationales for early intervention and for integrating young, handicapped and non handicapped children. The activities included are designed for regular and special educators to participate in together. The ultimate goal of these activities is to increase the two groups' awareness and knowledge on how to successfully structure an educational program for both groups of children.

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